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ABSTRACT

The Washington social studies curriculum for small schools, for grades 4-12, developed in 1980-81, is designed to help teachers improve instruction and help smaller districts lacking curriculum personnel comply with the state's Student Learning Objectives (SLO) Law. Written by curriculum specialists and classroom teachers, seven social studies program goals are presented and related to sequential student learning objectives, activities, resources and monitoring procedures: these are intended to supplement or extend a basic text. Format of this material is designed to assist districts in personalizing the curriculum to meet their own educational program needs: broad grade placement recommendations indicate where objectives should be taught. The curriculum guide, divided by grades, outlines specific areas of learning, with suggested activities for each: Grade 4--Pacific Northwest and other regions: Grade 5--our country: Grade 6--world cultures: Grade 7--world geography: Grade 8--American history: Grade 9--Washington state history and government: Grade 10--world history: Grade 11--United States history and government I & II: Grade 12--contemporary world problems, economics, introduction to psychology and sociology (electives). Definitions of terms and the goals for the Washington Common Schools are included. (AW)

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SMALL SCHOOLS CURRICULUM

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SOCIAL STUDIES

4-12

RC 012847

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SMALL SCHOOLS

STUDENT LEARNING OBJECTIVES

Grades 4 - 6

SOCIAL STUDIES

MAY 1981

This is a publication of the Instructional and Professional Services Division of the State Superintendent of Public Instruction, Olympia, Washington.

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The Small Schools Student Learning Objectives were first written by specialists in the field of social studies. The objectives were then revised by teachers and administrators from small school districts in King and Pierce counties before they wrote activities to accompany the objectives.

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INTRODUCTION

The Small Schools Project Objectives and Curriculum for Social Studies were developed during the 1980-81 school year through the cooperative efforts of three levels of educational organization; six King and Pierce County school districts, Educational Service District 189 and the Superintendent of Public Instruction. Funds were provided through Title IV C with ESD 189 providing in-kind services.

Process Procedure. ESD 189 personnel and selected curriculum specialists first identified objectives in Social Studies to serve as a basis for a goal based curriculum. A cadre of teachers from the six consortium schools (Carbonado, Eatonville, Lower Snoqualmie, Orting, Steilacoom Historical, and White River) then proceeded to use the objectives list as a base for curriculum development. The objectives listed in this document represent the final product of the curriculum specialists and classroom teachers. The third phase involved the classroom teachers writing activities to accompany the objectives. This curriculum will be published in separate curriculum guides, i.e., 4-6, 7-8, 9-12, (K-3 was published in 1977).

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading--green, Language Arts--yellow, Mathematics--blue, SOCIAL STUDIES--BUFF and Science--pink. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objectives. See pages vii and viii of this book for a more detailed explanation of the format. On that objective page all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This law requires districts to identify student learning objectives grades nine through twelve in the area of language arts, reading and mathematics and initiate implementation of such a program on or before September 1, 1981. School districts are required by 1986 to have developed student learning objectives for all other courses of study.*The Superintendent of Public Instruction developed a timeline for the orderly development and implementation of Student Learning Objectives to carry out the law. The timeline shows that physical education and social studies are to be implemented by 1983.

The approach of the Small Schools Project Consortium was first to develop a curriculum, K-12 Physical Education and 4-12 in Social Studies, using a goal base model. Thus, the objectives contained in this book, although they may be helpful in meeting the intent of the law, were really designed as instructional objectives and not specifically for the SLO Law. The consortium also made a decision to develop a taxonomy of objectives for each discipline. Contained within this book are many more objectives than any district would choose to identify as their SLO objectives.

SOCIAL STUDIES CURRICULUM ACTIVITIES
Grades 4-12

Users of the Small Schools Social Studies Curriculum guides grades 4-12 should note that the activities are written by teachers representing small school districts. The activities are written with the idea of not duplicating a text but rather to develop a present game, simulation or an activity to carry out the objectives. This is done with the premise that schools normally have a basic text and the activities are merely to supplement or extend the text.

Only a few activities were written with the hope they would stimulate teachers to create additional activities. Also, the activities were written over a space of only a few months in order to meet state deadline for printing purposes.

---

*See "Guide to the Student Learning Objectives Law," RCW 28A.58.090 SPI, Olympia, Washington 98504.

FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to assist districts in personalizing the curriculum to meet their own educational program needs.

The format pages contained within this book list the sequence of student learning objectives in the specific curriculum area of social studies. On each page broad grade placements have been recommended indicating where the objectives should be taught, i.e. 4-6, 7-8, and 9-12. Grade recommendations are made with the understanding that they apply to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the local district curriculum. The columns may also be used to indicate where an objective is introduced (I), practiced (P), reinforced (R), or mastered (M) within a district curriculum. An objective may be deleted by striking it from the list or another objective may be added by writing it directly on the sequenced objective page.

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, Career Education and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

DEFINITION OF FORMAT TERMS

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, work attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcome of an entire area of instruction as mathematics, language arts or social studies.

Student Learning Objectives

The three major types of learning objectives which have been identified are knowledge, process and value objectives.

> Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.
>
> An example of a Knowledge Student Learning Objective is "The student knows guide words in a dictionary indicate the first and last words on the page."

Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity.

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgement and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

SOCIAL STUDIES PROGRAM GOALS

1. The student develops basic understandings about human relationships: person to person, person to group, group to group, person to institution contacts and dealings.

2. The student develops an understanding of the ways in which beliefs, values and behavior patterns develop and how they are interrelated in a variety of settings and situations ranging from small groups such as the family to very large entities such as nations and a variety of associations of nations.

3. The student understands basic problems and conflicting values in human relationships and develops skills that would enable him/her to deal with problems and values rationally.

4. The student develops a curiosity for social phenomena as well as the appropriate skills to seek information and use it to explain and influence these phenomena.

5. The student understands how events of the past have influenced the shape of today's forms of human relationships and learns to use past experiences as a viable method to attempt to solve current societal problems.

6. The student develops a basic commitment to the dignity of the individual and the democratic process and demonstrates respect for law and the rights of all individuals as well as one's fulfillment of civic responsibility.

7. The student increases his/her knowledge of academic and social skills which enables him/her to develop a positive self-concept and facilitates the growth of social identity.

SOCIAL STUDIES
SCOPE
(4-6)

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SMALL SCHOOLS PROJECT

SUBJECT: The Pacific Northwest and Other Regions

SPECIFIC AREA: Washington State and the Pacific Northwest

	Page	Suggested Grade Placement	District Placement			
		4	3	4	5	6

The student knows:

- that economic facts affect the development of the Pacific Northwest and that these factors are interrelated, e.g. agriculture, industry, technology, science.
- that many kinds of people and groups helped shape the region's history and contributed to the development of the region tribal groups, Hispanic, Asian, Black and European.
- that native Americans of the Northwest differ culturally from other native Americans.
- that agriculture and industry are related to the climate and resources of the Pacific Northwest.
- that our region is characterized by regional art, folk music, and folk tales.

The student is able to:

- locate the states of the Pacific Northwest region, capitol cities, major bodies of water and distinctive topographical features.
- describe events which led to the discovery and exploration of the Pacific Northwest.
- describe instances of and reason for historical and present day conflicts between cultures e.g. native fishing rights, land disputes.
- describe a trip in the Pacific Northwest region using direction and location.
- determine distances on a map using a scale of miles.
- recognizes symbols for mountains, railroads, state boundaries, largest city, capitol city, rivers, rainfall.

The student values:

- the position of the Pacific Northwest in the national economy.
- the contribution of present day and historical cultures of the Pacific Northwest.
- citizen participation in the state system of government.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that economic facts affect the development of the Pacific Northwest and that these factors are interrelated, e.g.agriculture, industry, technology, science. B. The student knows that agriculture and industry are related to the climate and resources of the Pacific Northwest. C. The student knows the position of the Pacific Northwest in the national economy.

State Goal	1,6,7,8
District Goal	
Program Goal	1,3,4,7

Related Area(s)

Suggested Activities: Grade(s) 4

Title: Fresh Country Apples
Group size: class
Materials: film, FRESH COUNTRY APPLES

Procedure(s):

- Show film FRESH COUNTRY APPLES.
- Discuss the process of getting the apples from seed to store:
  - Planting.
  - Cultivating, spraying, pruning.
  - Weather hazards.
  - Finding pickers.
  - Picking apples.
  - Selling and transporting to a processor.
  - Grading and packing.
  - Related products: juices, sauces.
  - Distributing to grocers.
  - Storing apples for later sale (controlled atmosphere).
- Follow-up:
  Have students draw a graphic picture that interprets the different stages from the tree to the grocery store.

Suggested Monitoring Procedures

Check drawings to make sure they depict climate, agricultural movement to processor from processor to consumer.

Possible Resources

Department of Agriculture

Washington Growers Association

Films:

THE PACIFIC NORTHWEST	19 min
CULTURED CHRISTMAS TREE	22 min
THE LUMBERMAN	14 min
THIS IS LUMBER?	14 min

District Resources

Suggested Activities: Grade(s) 4

New Activity:

- Follow-up: Check newspapers for current information on products produced in Pacific Northwest for shipment to rest of country and world.
- Write letters to State Departments of Agriculture, Fishing, State Land Commissioner for information on state products sold to other states and countries.
- Show on a map the location of state industries and products.
- Make a FOR SALE poster showing all the products and produce Washington sells to the nation and to the world.

Title: Ins and Outs
Group size: class or small group
Materials: TREES AND TVS IN THE INTERNATIONAL MARKET PLACE" Lesson 4, Part I, page 39

Procedure(s):

- Brainstorming and discussion - "What are our imports and exports?" "What They are Worth in International and National Trade."

Suggested Monitoring Procedures

Possible Resources

State Department of Agriculture

State Department of Fisheries

Local Chamber of Commerce

THE TREES AND TVS IN THE INTERNATIONAL MARKET PLACE, Moulden, Richard, et al, Bellevue Public Schools, 1980.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that many kinds of people and groups helped shape the region's history and contributed to the development of the region tribal groups, Hispanic, Asian, Black and European. B. The student is able to describe instances of and reasons for historical and present day conflicts between cultures, e.g. native fishing rights, land disputes. C. The student values the contribution of present day and historical cultures of the Pacific Northwest.

Related Area(s)

State Goal	1,5,6, 8,10
District Goal	
Program Goal	1,2,4, 6,7

Suggested Activities: Grade(s) 4

Title:	Many People and Groups Shaped Our Region
Group size:	individual
Materials:	newspapers, news magazines, resource people

Procedure(s):

- Make arrangements for people with different cultures to come into the class and tell about their backgrounds.
- Have students collect news articles about these different groups.
- Students make a scrapbook about these different cultural groups using what they have gathered. Students make their own news articles to put in.
- Students draw their own newspaper pictures to put in their scrapbook.
- The teacher has a personal profile sheet that students use to make their news reports.

Suggested Monitoring Procedures

Go over finished scrapbooks

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that many kinds of people and groups helped shape the region's history and contributed to the development of the region tribal groups, Hispanic, Asian, Black and European. B. The student is able to describe instances of and reasons for historical and present day conflicts between cultures, e.g. native fishing rights, land disputes. C. The student values the contribution of present day and historical cultures of the Pacific Northwest.

Related Area(s) ____

State Goal	1,5,6, 8,10
District Goal	
Program Goal	1,2,4, 6,7

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Conflicts Between Cultures Group size: class Materials: Procedure(s): • Contact a local tribe leader or member. Have him/her come to your class and give a talk on the history of his/her tribe, including local concerns/problems. • After the speaker leaves, pose this question to the children, "How would you have avoided these problems?"		District Resources Peace and Friendship: Understanding Indian Treaties As Law (SPI Publication)

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that native Americans of the Northwest differ culturally from other native Americans.

State Goal	1-10
District Goal	
Program Goal	1-7

Related Area(s)

Suggested Activities: Grade(s) 4

Title: Native Northwest Americans in Minature
Group size: small group
Materials: Encyclopedia, information books, materials to build villages, film strips

Procedure(s):

- Teacher puts list of native Northwest American tribes on the board. Breaks class into small groups.
- Students choose the native American tribe on which they wish to gather information.
- Information should focus on:
  - Where they lived.
  - How they got their food.
  - What shelter they built.
  - What their social and religious customs were.
  - What arts and crafts they developed.
- When all are completed, each group explains what they have learned to the entire class.
- Other activities:
  - May make a model village and explain to class.
  - May make a bulletin board about their tribe.
  - May write a story about daily life in the village.
  - May make drawings showing designs used by the tribe.

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Suggested Monitoring Procedures

Have student list differences between his native American tribe and one other.

or

Have each group report on his tribe to the class. Show on a large outline map of the state where the tribe lived.

Possible Resources

Navajos, The Children of the Gods

Eskimo Friends

Northwest Indian Art

Our Totem is the Raven

Film:

MAN AND THE FOREST 1: Red Man and the Red Cedar

District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

State Goal	1,6,7
District Goal	
Program Goal	1,2,3,4

Student Learning Objective(s) A. The student knows that our region is characterized by regional art, folk music, and folk tales. B. The student knows the creativity and diversity of human cultures, arts, and ideas.

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Cultural Background Group size: class, individuals Materials: paper, pencils, reference books, blackboard, people Procedure(s): • Students ask parents/relatives about their background. • List ethnic background represented by class members on blackboard. • Using reference materials, students locate materials on art, music, folk tales relating to their ancestorial background. • Invite resource people to class, to talk, teach, demonstrate various ethnic art. music, and folk tales. • Culmination activity: • Put on a cultural fair by having students make displays of the information they have gathered. • Invite the community to the culture fair.	Quiz students on their awareness of ethnic contributions made to this region. Have students trace why their ancestors settled where they did.	Resource people Reference books, magazines **District Resources**

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

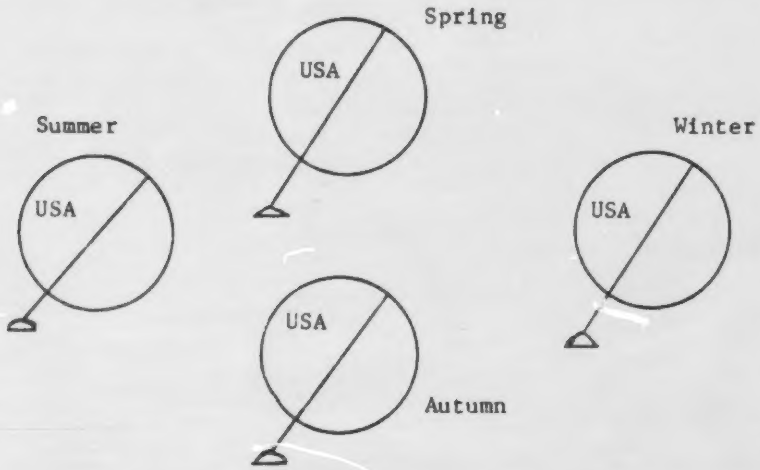
Student Learning Objective(s) A. The student knows that our region is characterized by regional art, folk music, and folk tales. B. The student knows the creativity and diversity of human cultures, arts, and ideas.

State Goal 1,6,7

District Goal

Program Goal 1,2,3,4

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Folk Tale **Group size:** individual **Materials:** folk tales, current events **Procedure(s):** • Study a series of folk tales about the region. At the same time, discuss current events for the area. • Have the students write a tall tale or folk tale about some current event or legend of the region.		Resource people Reference books, magazines
Title: Why Seasons Change **Group size:** entire class or small group **Materials:** globes, light  Spring USA Summer USA Winter USA USA Autumn	Have students label seasonal positions on a worksheet of a globe in the four seasonal positions.	Film: SHADOW ON OUR TURNING EARTH Bailey Film Associates Filmstrips: The Four Seasons, EBE Seasons, Currie Material Cassette: Where and Why, cassette "Seasons", Nystrom (used with a lighted planetarium)
		District Resources

Suggested Activities: Grade(s)________

Suggested Monitoring Procedures

Possible Resources

Procedure(s):

- Move one globe in a counter-clockwise direction. Emphasize that it is the angle of the direct rays of the sun and not the distance that causes the seasons to change.

Title: Illustrating Seasons
Group size: entire class
Materials: paper or pictures

Procedure(s):

- Have students collect or draw pictures depicting the four seasons.

Title: Making Mosaic Maps
Group size: small group
Materials: paper, paints, glue, scissors

Procedure(s):

- Landscape colors of North America in each of the four seasons can be an enjoyable experience and worthwhile activity. However, sufficient research should be done to determine the average climatic conditions in each of these four months: March, June, September and December.
- Students should plan their own materials and methods. Such a map should start with a large outline map of North America on which white triangles could be pasted, one overlapping another, to represent snow covered mountains. Dark green triangles could be used to represent trees; brown, yellow or green squares for fields; red, yellow or purple circles for fruit; pink or lavender circles or fancy shapes for flowers, etc. Strips of gummed tape may be colored and applied as needed.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student is able to describe events which led to the discovery and exploration of the Pacific Northwest.

State Goal	4,6
District Goal	
Program Goal	2,5

Related Area(s)

Suggested Activities: Grade(s) 4

Title: Exploration and Discovery
Group size: entire class
Materials: reference books, films, film strips, drawing paper.

Procedure(s):

- Introduce historical background of why men went exploring and what they were looking for.
- Show film on exploration.
- Each student picks an explorer and draws a map showing the route taken by the explorer.
- Report to class on each explorer telling what he found and difficulties and new things he encountered.
- Class discusses and compares the mode of travel then and now.
- Matching quiz - explorer to discovery. Five matching questions.

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Suggested Monitoring Procedures

Check maps students draw.

Check quiz on explorers.

Possible Resources

Films:
PACIFIC WEST -- ESD 121

Field trips:
Burke Museum at University of Washington

State Historical Museum, Tacoma

District Resources

Reference Books in LRC

Film strips in LRC

Charts and pictures

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Suggested Objective Placement 4

Student Learning Objective(s) A. The student is able to describe events which led to the discovery and exploration of the Pacific Northwest.

State Goal	4,6
District Goal	
Program Goal	2,5

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Exploration and Discovery of the Pacific Northwest Group size: small groups Materials: large pieces of roll paper, pencils, paint or crayons. Procedure(s): • Show film on the early Pacific Northwest • Bring in books from the library on this subject. • Show film strips. • Show pictures of the early explorations. • Have children (in small groups), each do a section of a mural about the discovery and exploration of the Pacific Northwest. Title: What's in a Name? Group size: small groups Materials: outline maps of Washington, lists provided by teacher Procedure(s): • Give each group a list of place names in Washington, e.g. mountains, rivers, cities, islands, bodies of water-or-Spanish names, English names, Indian names. • Find out how these places got their names. e.g., Seattle--an Indian chief, San Juans--Spanish explorers, Mt. Ranier--an English explorer. • Report findings to the class. • List places on outline map. • Make a class book on Washington places.	Matching quiz Map quiz Question bee	 **District Resources**

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

State Goal	1
District Goal	
Program Goal	4

Student Learning Objective(s) A. The student is able to describe a trip in the Pacific Northwest region using direction and location. B. The student is able to determine distances on a map using a scale of miles. C. The student is able to recognize symbols for mountains, railroads, state boundaries, largest city, capitol city, rivers, rainfall. D. The student is able to locate the states of the Pacific Northwest region, capitol cities, major bodies of water and distinctive topographical regions. E. The student is able to use reference materials, atlases, ~~Related Area(s)~~XXXX texts, and aids e.g., table of contents, indexes, as needed.

Suggested Activities: Grade(s) 4

Title: Two Week Vacation

Group size: single student or small group (2-3)

Materials: Outline map of Pacific Northwest, paper, reference materials

Procedure(s):

- Teacher tells class they are to plan a two week vacation for themselves or for a group of 2-3 students.
- They are to travel in the Pacific Northwest. Teacher provides outline map of the states.
- In planning their trip they need to select their mode of transportation and what they want to see in these states.
- Plot on map states visited, putting in cities visited. Put in mileage needed to travel each day for two weeks. Also fill in rivers, mountains and other features of interest.
- Write a travel log about the trip telling about points of interest. Or give oral report to class telling what they saw of interest and what they learned about the area.
- Note: For Language Arts, write letters to public services which provide free information for tourists.

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Suggested Monitoring Procedures

Check map for accuracy

Read Travelogues

Possible Resources

Chambers of Commerce

Department of the Interior

National Parks Service

Secretaries of State

Department of Highways

Channel 9, Environment of Washington

District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

State Goal	1
District Goal	
Program Goal	4

Student Learning Objective(s) A. The student is able to describe a trip in the Pacific Northwest region using direction and location. B. The student is able to determine distances on a map using a scale of miles. C. The student is able to recognize symbols for mountains, railroads, state boundaries, largest city, capitol city, rivers, rainfall. D. The student is able to locate the states of the Pacific Northwest region, capitol cities, major bodies of water and distinctive topographical regions. E. The student is able to use reference materials, atlases, ~~Related Area(s)~~XXXX texts, and aids e.g., table of contents, indexes, as needed.

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Bulletin Board **Group size:** open **Materials:** bulletin board, paper, opaque projector **Procedure(s):** . Have student use opaque projector to draw outline map of Northwest. . Fill in with natural and man-made features. . Color the map to the natural regions.	Visual	Text book map
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student values citizen participation in the state system of government. B. The student is able to identify techniques used to persuade or convince.

State Goal	2,3,5
District Goal	
Program Goal	6,7

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Do It My Way **Group size:** small groups **Materials:** list of situations you want students to debate for and against. **Procedure(s):** . Divide class into interest groups, (e.g. farmers, businessman, environmentalists, cultural group). . Give groups a problem that they must present a rationale from their perspective as to why it should be done their way instead of from the viewpoint of another interest group. . Follow-up: Pose the question: How do these techniques we have used, relate as to how decisions are made by our state and national levels of government?	Observation of each group's presentation. Make a criteria check list that each group must cover in their presentation.	Regions Around the World Addison-Wesley Publishing Co., 1976 **District Resources**

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SMALL SCHOOLS PROJECT

SUBJECT: The Pacific Northwest and Other Regions

SPECIFIC AREA: Regions and Their Physical Characteristics

	Page	Suggested Grade Placement	District Placement			
		4	3	4	5	6

The student knows:

- that there is a relationship between the vegetation, climate, and soil which differentiates regions.
- that regional designations are arbitrary and are often overlapping.
- that human and natural forces have brought continuous change to the face of the earth.
- that climate affects the variation of vegetative types, their density, growth cycles.
- that resources vary in their availability among regions.
- that seasons vary among regions because of the relationship between the earth and the sun.

The student is able to:

- identify a map as being representative of a single variable e.g. rainfall, population density, vegetation.
- identify the major land features which characterize the earth's surface e.g. mountains, hills, plateaus, plains and particularly the features of the region under study.
- identify the characteristics of the low, middle, and high latitude climatic regions of the world.
- identify the characteristics of regions based upon dominate vegetation, forest, grassland, desert, tundra, shore.
- use reference materials, atlases, texts, and aids e.g., table of contents, indexes, as needed.

The student values:

- the earth's resources.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

State Goal	1,4
District Goal	
Program Goal	4

Student Learning Objective(s) A. The student knows that there is a relationship between the vegetation, climate, and soil which differentiates regions. B. The student is able to describe how the climate in regions influences economic activities. C. The student knows that climate affects the variation of vegetative types, their density, growth cycles. D. The student is able to identify the characteristics of regions based upon dominate vegetation, forest, grassland, desert, tundra, shore.

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Group size: small groups Materials: films, books, filmstrips Procedure(s): • Record information on tape about the characteristics of regions (forest, grassland, desert, tundra and shore). • Give each group one tape. • After listening to the tapes, have each group set up the economic and social activities that will match their region. • Their final product is to be put on tape.	Listen to the tapes.	Films: LIVING IN TROPICAL RAIN FOREST COMMUNITIES IN COLD LANDS, EBE LIVING IN THE DESERT, EBE LIVING IN WESTERN COASTAL LANDS EBE LIVING ON PLAINS EBE LIVING ON MOUNTAINS EBE Filmstrips: Regions of the U.S. The Great Plains, EBE Regions of the U.S. The Pacific N.W., EBE
Title: Comparing Regions Group Size: small or large Materials: chart paper, reference materials • Have the class divide into groups with each group taking a region (West, East, Middle West, South, etc). They should identify land use in their region, listing climate, topography and general uses of the land. • On a large chart put all the regions together showing differences and similarities.	Have students list the four major climatic regions. Have students compare land uses of each region to its climate, e.g., wetlands, deserts, forests, mountains.	District Resources

Suggested Activities: Grade(s)________

Suggested Monitoring Procedures

Possible Resources

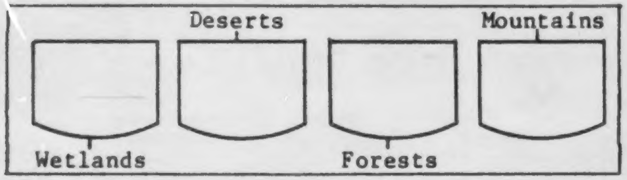
Title: Mural
Group size: small groups
Materials: crayons, tempera paint, chalk, water color, finger paint

Procedure(s):

- Students design a mural depicting the different land uses in wetlands, deserts, forests, mountains.

Wetlands	Deserts	Forests	Mountains

Title: Who Am I?
Group Size: partners
Materials: prepare cards with pockets as shown in diagram:



Procedure(s):

- Write a description of a region on a card and put it in a pocket.
- The partner reads the card and puts it in the correct pocket. If he/she misses, the partner gets to draw.
- Score points for the number correct.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that there is a relationship between the vegetation, climate, and soil which differentiates regions. B. The student is able to describe how the climate in regions influences economic activities. C. The student knows that climate affects the variation of vegetative types, their density, growth cycles. D. The student is able to identify the characteristics of regions based upon dominate vegetation, forest, grassland, desert, tundra, shore.

State Goal	1,4
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Regional Studies Group size: class Materials: films on the five Biomes Procedure(s): • Show series of five films (one on each Biome). • Discuss what was seen in each one, then interrelate between the films (e.g. that cold climates have less vegetation than warm ones, that animals have evolved differently in each region due to climatic and physical differences.) • Have the students make a list of what is marketable in each of the five biomes.	From oral interpretation by the students.	Films: ECOLOGY OF THE FOREST ECOLOGY OF THE DESERT ECOLOGY OF THE ARTIC ECOLOGY OF THE PRAIRIE LIFE BETWEEN THE TIDES
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

State Goal	1,4,6,7
District Goal	
Program Goal	1,2,3, 4,5

Student Learning Objective(s) A. The student knows that human and natural forces have brought continuous change to the face of the earth.

Related Area(s)

Suggested Activities: Grade(s) 4

Title: Human and Natural Changes on Earth
Group size: class
Materials: pictures of a city (now and then), large, flat pan, dirt, sprinkling can

Procedure(s):

- Talk about physical changes that took place at school from beginning of school year until now.
- Get pictures of a particular city showing early pictures and then later pictures.
- Each child plots a small area and draws it on paper. Do this throughout the school year on the same plot to see what changes take place.
- Show erosion by putting dirt in a pile on the large, flat pan.
- Fill the sprinkling can with water and pour over dirt.

Title: The Earth Changes
Group Size: entire class
Materials: films, chalkboard

Procedure(s):

- Have students suggest some cases of erosion they have seen or read about in the state, e.g. Mt. St Helens, wheat fields, rivers, floods.
- Show films
- Discuss the film then see how many different examples of change in the earth the student can suggest.

Suggested Monitoring Procedures

Oral discussion

Possible Resources

Earth Science Program Films
ESD 121 Films:

EROSION AND WEATHERING-Looking at the Land	41644
EROSION: Leveling the Land	40085
GLACIER ON THE MOVE	41475
HEARTBEAT OF A VOLCANO	41476
HOW LEVEL IS SEA LEVEL	41477
HOW SOLID IS ROCK	

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement ______

State Goal ☐

District Goal ☐

Program Goal ☐

Student Learning Objective(s) ______

Related Area(s) ______

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Pop Goes the Mountain Group size: class Materials: films, slide presentation Procedure(s): • Show film or slide show. • Then discuss what has happened to the area.	Have students write a one page paper on what changes happened at Mt. St. Helens.	Film: MT. ST. HELEN: Keeper of the Fire Slide: MT. ST. HELEN'S SLIDE
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student is able to identify a map as being representative of a single variable e.g. rainfall, population density, vegetation.

State Goal	1,2,8, 9,10
District Goal	
Program Goal	4,7

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Map Study **Group size:** class **Materials:** maps showing the variable wanted, either wall map or overhead map. **Procedure(s):** • Show variable being studied. • On the map to group, explain how it works, e.g. colors, dot size.	Have students follow directions from which they will draw a map showing the variable studied.	Film: MAPS SHOW OUR EARTH
Title: Same But Different **Group size:** small group **Materials:** outline map of North America big enough to see all around the room, reference maps **Procedure(s):** • Give each group a different variable to draw and color on the map. • Put map on wall. • Show differences and similarities.	Watch groups; give help if needed.	District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student is able to identify the major land features which characterize the earth's surface e.g., mountains, hills, plateaus, plains and particularly the features of the region under study. B. The student is able to recognize symbols for different populations of cities and population density. C. The student knows that regional designations are arbitrary and are often overlapping.

State Goal	1,9
District Goal	
Program Goal	4,7,10

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Salt Map, Land Forms **Group size:** small groups **Materials:** card board, salt, acrylics, map of area to be studied scissors, pencil, paint brush, ditto outline map **Procedure(s):** • Each group will color in an outline map. • When finished, the group will build up the features on their colored map with the salt. • When finished, they will paint the map with acrylics. • Time: three weeks	Check map to see if areas have been done correctly. Check final map against the original map.	Films: MAPS: Coastal Symbols and Terms MAPS: Land Symbols and Terms ESD 121 Film Library
Title: Pieces of Eight **Group size:** small group **Materials:** small box with something in it (something up to you, i.e. pieces of candy, trinkets) **Procedure(s):** • Group is to make a map of the school ground, making up a set of symbols to show the features of the school ground. • They are to hide their treasure box somewhere on the school ground. The map will then be used to try to find the treasure from their instructions.	If you find the treasure box, the students used the symbols correctly.	**District Resources**

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student is able to identify the characteristics of the low, middle and high latitude climatic regions of the world. B. The student knows that seasons vary among regions because of the relationship between the earth and the sun.

State Goal	1,8
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
		Globe, flashlight, protractor

Title: Seasons
Group size: class
Materials: light and darkened room, globe

Procedure(s):

- Darken room, tilt globe to 23 1/2°, move globe around.
- Use a light to show the amount of light hitting the globe at each of the cardinal points. Ask questions about heat and cold.

Title: Cultural Characteristics
Group size: small or large
Materials: filmstrip and cassette recorder or record player

Procedure(s):

- View filmstrip Northwest Coast Indian Traditions Today: A Contemporary Look at Remnants of a Heritage. Note Indian traditions which range from making baskets to exchanging gifts.
- Possibly make and display some traditional items.

District Resources

Suggested Activities: Grade(s)________	Suggested Monitoring Procedures	Possible Resources

Title: Indians and Nature-Sensing Feelings
Group size: small or large
Materials: poem

Procedure(s):

- Distribute copies of the following poem by Pauline Covington, a Lummi. Read and discuss the feelings Indians have toward the environment.

The Eternal Family

I am an Indian
    I am proud!
The mountains are my brother,
    the streams that tumble from
    them are my brothers' voices.
Lakes, set high for safety, are my
    little sisters,
    they're shy to make great noises.
The trees are my servants,
    they are good to me,
    whatever they do, it is
    done very well.

The flowers are the callers
    throughout the year,
    and they visit very often.
Mother Earth is kind and feeds me,
    her breasts are full,
    herbs and fruit are
    always in her basket.
Father Sea challenges me
    everyday to hunt the fish
    he nurtures
I am an Indian
    I am proud
    This is my family.

Possible Resources: Globe, flashlight, protractor

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student is able to identify the characteristics of the low, and high latitude climatic regions of the world. B. The student knows that seasons vary among regions because of the relationship between the earth and the sun.

State Goal	1,8
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Group size: Materials: several globes, flashlights Procedure(s): • Ask the class, "Do seasons vary among regions?" Then divide students into small groups-each group gets a globe and flashlight. • Assign each group a region. • Ask each group to show the rest how the four seasons occur in their part of the world.	Observation of finished demonstration	Regions Around the World Addison-Wesley Publishing Co., 1976 **District Resources**

SMALL SCHOOLS PROJECT

SUBJECT: The Pacific Northwest and Other Regions

SPECIFIC AREA: Regions and Their People

Page	Suggested Grade Placement	District Placement			
	4	3	4	5	6

The student knows:

- that the natural distribution of resources affects patterns of human settlement.
- that people find a variety of ways to obtain and utilize natural resources for use in building shelters, and supplying food and clothing.
- that people find a variety of ways in which resources are obtained, transported, stored, distributed and prepared for use.
- that scarcity occurs when wants exceed resources which are elements of natural systems e.g. water, air, soil, plants.
- that people use similar habitats differently according to cultural beliefs and values.
- that the unequal distribution of universally valued natural resources has led to conflict among cultural groups.

The student is able to:

- explains the difference between geographical and cultural regions.
- identify local, state, regional, and national efforts to alleviate problems, such as pollution of the environment and depletion of the natural resources.
- recognize symbols for different populations of cities and population density.
- generalize about the influence of our natural enviornments on our activities.

The student values:

- the creativity and diversity of human cultures, arts, and ideas.
- productivity (collective and individual) as a means of coping with scarcity.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that people find a variety of ways in which resources are obtained, transported, stored, distributed and prepared for use.

State Goal	1,4,6,7
District Goal	
Program Goal	2,3,4

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Resources Are Where You Find Them Group size: entire class Materials: encyclopedias, filmstrips, resource books, pictures Procedure(s): . Divide the children into groups. Each group is divided into regions such as desert, plains, mountainous, or coastal. Each group is to research their area. . Students are to find out what grows in their region, what natural resources may be found, what the climate is like, topography, rainfall. . The purpose of each group is to determine what resources their region has and how they are transported, stored, distributed and prepared for use. . Each group will develop a list and report and then present the results to the rest.	Finished presentation	District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that consumer demand and producer response to that demand determines how resources are utilized. B. The student knows that resources vary in their availability among regions. C. The student knows that the natural distribution of resources affects patterns of human settlement. D. The student knows that people find a variety of ways to obtain and utilize natural resources for use in building shelters, and supplying food and clothing.

Related Area(s)

State Goal	1,5,6
District Goal	
Program Goal	1,2,4 6,7

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Kids of the World **Group size:** class, divide into 4-5 groups, **Materials:** Social Studies books (besides one the whole class uses) encyclopedias, National Geographic "World". Students will have to identify materials **Procedure(s):** • Have each group select a young person from a region of the world (e.g. Eskimos, person from Amazon, etc.) • Compare the life of this young person with that of members of the group.	Have each student group become part of a panel. Each group will have one speaker. The teacher will ask a series of questions he/she has developed regarding above objectives. The groups will have to formulate answers in regards to their region. The goal of the questions will be to emphasize the differences of regions and why they are different.	Pacific Science Center, Seattle - Indians of Northwest section. Washington State Historical Museum, Tacoma
Title: Interdependence Game **Group size:** small group **Materials:** interdependence games, found in TREES AND TVS IN THE INTERNATIONAL MARKETPLACE, lesson 2 and 3, page 21 **Procedure(s):** • Directions are in the game.		District Resources TREES AND TVS IN THE INTERNATIONAL MARKETPLACE Dr. Frank B. Brouillet, State Superintendent of Public Instruction

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that people use similar habitats differently according to cultural beliefs and values.

State Goal 1,4,6,7 9,10

District Goal

Program Goal 1,2,4

Related Area(s)

Suggested Activities: Grade(s) 4

Title: House in the Desert
Group size: small groups
Materials: boards, sticks, mud, canvas or paper, paints, resource materials

Procedure(s):

- After studying desert regions and seeing films, a group of students will make a diorama about one of the groups and their housing.
- Have the groups present their diarama to the class and tell why the houses are built that way.
  Have students explain the similarities and differences in the types of housing found in desert regions.
- Have students contrast the type of house they live in with that of a child from the desert.
- Time: one week

Suggested Monitoring Procedures

Keep track of groups work by checking each day.

Look over final diarama.

Possible Resources

Films:

BUSHMEN OF THE KALAHARI

EGYPTIAN VILLAGERS

BEDOUINS OF ARABIA

MEN OF THE DREAM TIME

MESA VERDE

NAVAJOS: Children of the Gods

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that the unequal distribution of universally valued natural resources has led to conflict among cultural groups. B. The student knows that the productivity (collective and individual) as a means of coping with scarcity.

State Goal	2,6,7
District Goal	
Program Goal	1,2,3,7

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Unequal Distribution Causes Conflict Group size: class Materials: none Procedure(s): . Pick one group (all those with blue eyes or all those with brown eyes or all those that are left handed) that gets to have special privileges for one week. . See what kind of conflicts arise. . Change group that gets special privileges. . Discuss outcome at the end of the allowed time. . Pose the question, "What can you do as a group to solve this problem you come up against?"	None	Film: EYE OF THE STORM, THE 25 min
Title: Samurai Spirit Group size: class Materials: film on Japan, newspapers, magazines Procedure(s): . Show film. . Discuss Japan and its lack of raw materials. . Have students study how the Japanese have overcome these problems. . Ask students if they can cite other examples of countries that have overcome a problem of few natural resources, e.g. England.	Ask students to summarize how Japan has dealt with scarcity.	Film: JAPAN: The Land and People Ryan, Frank L., Clark, James I., *Windows on Japan*, Houghton Mifflin Co., 1979
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

State Goal	4,6,7
District Goal	
Program Goal	1,2

Student Learning Objective(s) A. The student is able to explain the difference between geographical and cultural regions.

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Plain or Plan **Group size:** class **Materials:** wall maps or overhead, reference materials Procedure(s): . Talk about what makes a geographical region, (e.g. mountains, streams, forests). . Discuss the fact that a cultural region deals with people. Give examples of cultural regions (e.g. plains Indians, bushmen, Laplanders). . Write a short paper on the geographical and cultural regions in a given area.	On paper, explain the difference between a geographical and cultural region that is found in the same physical area.	
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student is able to identify local, state, regional, and national efforts to alleviate problems such as pollution of the environment and depletion of the natural resources.

State Goal	1-10
District Goal	
Program Goal	1-7

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Save It **Group size:** class group **Materials:** newspapers, scissors **Procedure(s):** . Gather newspapers and magazines. . Have children clip articles and pictures that have to do with local, state, regional and national efforts to alleviate problems of pollution and depletion of resources. . Class takes clippings of articles and pictures and develops a bulletin board.	Have child list three ways in which local, state, regional and national efforts are being made to alleviate problems of pollution and depletion of natural resources.	See ESD films listed under pollution and conservation.
Title: What is My Government Doing for Pollution and Depletion of Natural Resources **Group size:** class **Materials:** writing paper, pencils **Procedure(s):** . The children will write letters to the state congressmen, State Department of Natural Resources and State Pollution Control asking them what they are doing to stop pollution and the depletion of natural resources. . Responses to letters will be read and then included in a scrapbook made by class members on the problems of pollution and the depletion of natural resources in the U.S.		Department of Natural Resources Pollution Control Congressmen
		District Resources

Suggested Objective Placement 4

Student Learning Objective(s) A. The student is able to generalize about the influence of our natural environments on our activities.

State Goal	2,4,6,8 9,10
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 4

Title: Pen Pals
Group size: entire class
Materials: paper, pencils, maps

Procedure(s):

- Students will each have a pen pal from a different part of the state. One of the things they will write about is the area in which they live and what their parents do for a living.
- Have each student then find out what kind of natural environment the pen pal lives in and what his/her parents do for a living.
- Utilize a wall map of the state and put in pins with the names of the pen pals.
- As a class, list the kind of environments pen pals live in across the state and what kind of activity the parents are engaged in for a living.
- Attempt to draw conclusions from the lists as to how the environment of the state influences the career of the pen pals parents.

Suggested Monitoring Procedures

Observation by teacher. Monitoring of letters for spelling, form and correct punctuation.

Possible Resources

State wall map

Relief map of the State of Washington

SPI Small Schools Language Arts Curriculum, grades 4-6, 1977

District Resources

Suggested Activities: Grade(s)________	Suggested Monitoring Procedures	Possible Resources
Title: Man-Made & Natural Features Group size: small or large Materials: wall maps Procedure(s): . Have students look at a wall map and list items that are (a) man-made and (b) those that are natural features. . Natural Feature--Island: Have students locate and identify by name, islands in the Puget Sound area on a Washington map. . Man-Made Features: Have students locate and identify by name cities, highways, dams, etc., on a map of Washington.	Have student identify colors used on a map or globe of man-made and natural features. Have student put under the proper heading Man-Made and Natural Features, from a map depicting man-made and natural features.	Charts: Map Symbols and Geographic Concepts, Nystrom Kit: Learning to Use Maps and Globes, Step II - Intermediate Unit, Cram Company Wall map of Washington
Title: 3-D Map Group size: individual or small Materials: clay, papiermache' supplies Procedure(s): . Make a papiermache' or clay relief map that can be partially filled with water to show how islands are formed.		**District Resources**
Title: Creative Writing Group size: small or large Materials: paper, pencil Procedure(s): . Have students write about the things they think they would need in order to survive on a deserted island.		

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student is able to generalize about the influence of our natural environments on our activities.

State Goal	2,4,6,8 9,10
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 4

Title: Favorite Activity
Group size: class and small groups
Materials: none

Procedure(s):

- Put students into small groups.
- Have students list five of their favorite outdoor activities. e.g. biking, hiking, camping, fishing.
- Exchange lists so each group has a list.
- Have each group tell how each activity is related to our natural environment.
- Have students who originated their favorite activities list, expand the related natural environment, if they can.

Title: I'm Going To
Group Size: small or large
Materials:

Procedure(s):

- To play the game, have students form a circle and sit on the floor. One student starts the game by saying, "I'm going to... (pantomime an area) and I'll take with me... (pantomime skis).
- Have students raise their hands if they can give the natural environment area.
- The student who guesses first gets to pantomime next.

  (Each student is to identify the area and equipment.)

Suggested Monitoring Procedures

Matching quiz

Possible Resources

Textbook used by school district

State relief map

District Resources

Suggested Activities: Grade(s)________	Suggested Monitoring Procedures	Possible Resources
Title: At Work and Play Group Size: entire class Materials: chalkboard Procedure(s): • Together, with the class, make a list of the natural environment found in our state. e.g. mountains, lakes, ocean, Puget Sound, rivers, semi-arid desert. • Secondly, identify some activities that are influenced by the natural environments. e.g. mountains - logging, hunting, cattle and sheep grazing. • Have students summarize in their own words how the natural environment of the state influences activities of the state.		
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: The Pacific Northwest and Other Regions

SPECIFIC AREA: Regions and Their Livelihood

	Page	Suggested Grade Placement	District Placement			
		4	3	4	5	6

The student knows:

- that scarcity is the relationship of wants to resources, and that wants often exceed resources.
- that economic elements are present in units as small as the family and as complex as the international economy.
- that all human beings depend for their living on resources which are elements of natural systems e.g. water, air, soil, plants.
- regions are interdependent for their natural and human resources.
- that innovations in agriculture, manufacturing and transportation are associated with the rise of regional, national, and international markets.
- that consumer demand and producer response to that demand determines how resources are utilized.
- that geographical location and physical features in the environment affect people's careers and population distribution.

The student is able to:

- describe how the availability of natural resources has encouraged economic development and specialization in regions in the U.S. and in other parts of the world.
- describe how the climate in regions influences economic activities.

The student values:

- the interdependence of people.

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Suggested Objective Placement 4

State Goal	4,6,7
District Goal	
Program Goal	2,3

Student Learning Objective(s) A. The student knows that scarcity is the relationship of wants to resources, and that wants often exceed resources. B. The student knows that scarcity occurs when wants exceed resources which are elements of natural systems e.g. water, air, soil, plants.

Related Area(s)

Suggested Activities: Grade(s) 4

Title: Dollar a Day
Group size: class
Materials: paper money, cost lists

Procedure(s):

- Each student is given a dollar a day. He can use that dollar to buy such things as:
  - library time
  - art time at recess
  - ball at recess
  - eat with friend at lunch time
  - water break
  - move desk

  WANTS

  - pencil
  - paper

  NEEDS
- If student spends money on a want, then needs paper or pencil, he loses the next day's payment, (the next day he/she cannot spend any money for wants or needs).
- Students may buld up a reserve of capital by not spending.
- This activity teaches the economic aspects but through teacher input can show how other materials can fit into this pattern.

Suggested Monitoring Procedures

Have class lists for banking, knowing who owes money and who has balance.

Appoint two people as bankers who take care of payment and receipt of monies.

Teacher must give information on other scarce materials and why.

Possible Resources

BANANAS: Gold From the Tropics

BEEF: The Steak in the Grass

CORN: The Plant with Ears

COFFEE PRODUCTION IN LATIN AMERICA

WAREHOUSE EARTH: A Food Distribution Story

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) ______

State Goal	4,6,7
District Goal	
Program Goal	2,3

Related Area(s) ______

Suggested Activities: Grade(s) 4

Title: Ball-O's
Group size: class
Materials: paper money, ball-o's, plastic circle

Procedure(s):

- Students earn money by grades on papers

$1.00	A
.75	B
.50	C
.25	D

- The students buy O's by bidding on them. It takes .50¢ to get a ball.
- Each day put up a different amount of O's for bids.
- Each student, if he wants an O, must bid for them. The wanting will drive up the price especially if the amount of O's is small.

Suggested Monitoring Procedures

Set up a bidding time each day or week.

Make sure all graded papers have money attached.

Keep a record of average O cost per bidding.

After a specific amount of time, show the record to the class and discuss what has happened.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that economics elements are present in units as small as the family and as complex as the international economy. B. The student knows that consumer demand and producer response to that demand determines how resources are utilized.

State Goal	6,7
District Goal	
Program Goal	1,2

Related Area(s)

Suggested Activities: Grade(s) 4

Title:
Group size:
Materials: McDonalds Economics Unit price: $2.00

Procedure(s):

- Directions are included in price.

Title: What Happens to Money?
Group size: entire class
Materials: film, chalkboard, paper and pencil

Procedure(s):

- Ask students if they know what happens to their money once they buy something at a store. Accept any answer and list the responses on the chalkboard.
- Show the film.
- Have students go over the original list of responses and refine the list in light of he facts and ideas presented in the film.
- As a follow up have students give a fictitious name to a dollar bill and write a story about its adventures in going from their pocket to someone else for goods or services.
- Have some of the more innovative stories read and/or posted on the bulletin board.

Suggested Monitoring Procedures

Have student give examples of comsumer demand and producer response in the marketplace e.g. autos, toys, TV.

Possible Resources

McDonalds Economics Unit

Films:

DAY IN THE LIFE OF A DOLLAR BILL, A 11 min

CLOTHING: A Pair of Blue Jeans 15 min

ESD 121 Film Library

District Resources

Suggested Activities: Grade(s)_______	Suggested Monitoring Procedures	Possible Resources

Title: Those Jeans
Group size: entire class
Materials: film

Procedure(s):

- Ask students what their favorite clothes are to wear everyday. The response will probably be jeans.
- Indicate that blue jeans are favorites even in Europe and in the USSR bringing high prices.
- Show the film about the making of blue jeans.
- Discuss the process of making jeans from the cotton fields to manufacturing and marketing.
- Discuss the concepts of consumer demand and producer response in light of the film

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

State Goal 1,4,6,7

District Goal 2,3,4

Program Goal

Student Learning Objective(s)

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources

Title: Food for Friends
Group size: small group and class
Materials: packaging materials, markers, tag board, note to parents about activity

Procedure(s):

- Divide into groups of three.
- Each group is to figure out some sort of food to be sold to the class or school. (Some sort of money system should be used.)
- They are to make, distribute and sell their food product.
- The group should outline the steps needed to accomplish the task:
  - How they will get their materials.
  - How they will get it to school.
  - Where they will store the materials and/or finished product.
  - How they will make their product.
  - How they will sell their product.
- Time: two weeks: five days preparing, two days to bring materials to school, three day sale.
- Have the groups evaluate their food sale.
  - Were they successful in making a product that others wanted?
  - Did they make money; break even; or lose money?
  - What problems did they encounter?
  - What would they do differently if they did the same activity again?

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that all human beings depend for their living on resources which are elements of natural systems e.g. water, air, soil. B. The student knows that regions are interdependent for their natural and human resources.

State Goal	1,4,6,7
District Goal	
Program Goal	1,4

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Food for Thought Group size: student Materials: reference materials Procedure(s): • Have each student pick a food that they wish to write about. Have them: Find out where it comes from. What type of climate is needed for growth. How it is grown. How it is shipped to the marketplace. • Have the student write in story form the food they chose. • Have them list the sources they used in writing the piece. • Pinpoint the location of the food stories on a world map. • Once the map is complete, discuss the location of the foods, shipping, and marketplace. • Try to get students to be aware of the interdependency of regions.	Read papers Have some read out loud and discuss.	BANANAS: Gold From the Tropics BEEF: The Steak in the Grass CORN: The Plant with Ears COFFEE PRODUCTION IN LATIN AMERICA WAREHOUSE EARTH: A Food Distribution Story **District Resources**

Suggested Activities: Grade(s)________

Title: Comparative Study
Group size: entire class
Materials:

Procedure(s):

- Teacher brings into classroom pictures of farmers from India or Viet Nam tilling the soil.
- Teacher conducts a comparative study of the plow versus tractor, etc., hand labor versus machinery, etc.
- As a follow-up activity, have each student take a sheet of paper and fold into fourths. Instruct them to draw a picture in space one showing how the farmer in India prepares the soil for planting. In space two, draw a picture showing a farmer in Kansas preparing the soil for planting. Continue until all four spaces are filled.

Title: Picture Books
Group size: small group or individual
Materials: pictures, paper, paste, scissors

Procedure(s):

- The students collect pictures of machines that make farm work easier and more productive, They also collect pictures of hand plow, horse, etc.
- They construct a comparative study using pictures, e.g., oxen versus tractor.

Suggested Monitoring Procedures

Have students match the types of tools or equipment used in the U.S. as compared with several foreign countries.

Have students describe ways that technology has influenced the way the land is used.

Possible Resources

Films:

MACHINES THAT HELP THE FARMER
Bailey Film Associates

THE FACTORY
Baily Film Associates

SHEPHERD AND HIS SHEEP
Frith

Study prints:
Regions and Special Needs, Laidlaw

One World/The Community, Geppert

Visit A Large Wheat Farm, Weyerhaeuser

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that innovations in agriculture, manufacturing and transportation are associated with the rise of regional, national, and international markets.

Related Area(s)

State Goal	1,6,7,8
District Goal	
Program Goal	1,4

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Time Line Group size: class-divided into groups of three Materials: butcher paper, pencils, crayons/paints, reference books Procedure(s): • Have each group select one of the three major areas: agriculture, manufacturing and transportation. • Research each area from 1870 to date. • Pictorially note on butcher paper how, i.e. agriculture went from family self-sufficient unit to dependent on international concerns. (hand sythe, to reaper, to modern self-propelled combine). transportation from iron horse to SST. manufacturing from spinning wheel to modern day factories.	Check with groups to see that dates on time line correspond with pictures and information for that time period.	Encyclopedias, textbooks, newspapers, magazines. Films: TRANSPORTATION REVOLUTION THE, Story of American Growth TRANSPORTATION SERIES FARM FAMILY SERIES MANUFACTURING MIDWEST, THE District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that innovations in agriculture, manufacturing and transportation are associated with the rise of regional, national, and international markets.

State Goal	1,6,7,8
District Goal	
Program Goal	1,4

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Invent a New Machine **Group size:** class **Materials:** books, articles, films, text books		

Procedure(s):

- Talk about the various innovations in agriculture, manufacturing and transportation.
- Show films or whatever you want that applies to the subject. Also include the effects of the innovation.
- Ask students to think about and make a list of problems that still exist in the areas of agriculture, manufacturing and transportation.
- Ask students to pick one of these problems and invent something new to help solve the problem.
- Student should be prepared to explain his idea to the class and tell how it will help people in his hometown, in the U.S.A. and in the world.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

State Goal	1,2,3,5, 8,9,10
District Goal	
Program Goal	4,6,7

Student Learning Objective(s) A. The student is able to describe how the availability of natural resources has encouraged economic development and specialization in regions. B. The student knows that geographical location and physical features in the environment affect people's careers and population distribution.

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: What You Have Is What You Do **Group size:** small group **Materials:** reference materials **Procedure(s):** • Have each group select a region in the U.S.A. • The group will find out about the natural resources of the region and how they are used in that region. • The group will then list the kinds of jobs that people are employed in due to the natural resources in the area.	Each group will give a three minute oral presentation to the class. After the groups have given their presentation, go over, with the class, the differences and likenesses between the regions.	
Title: Is Water Only for Drinking? **Group size:** small group **Materials:** research materials **Procedure(s):** • Give each group a list of careers, industries and natural resources. By using all available resources, the group is to match the careers with industries and natural resources. • When all are finished, they are to tell the rest how they matched and why they matched the way they did. • Or divide class into two teams. Teacher names a natural resource (e.g. water). Team gets a point for every job they can name that water creates.	Observing presentation.	District Resources

SMALL SCHOOLS PROJECT

SUBJECT: The Pacific Northwest and Other Regions

SPECIFIC AREA: Regions and The Future

	Page	Suggested Grade Placement	District Placement			
		4	3	4	5	6

The student knows:

- that many countries or regions of the world are currently experiencing widespread famine and malnutrition.
- that evironmental, economic and political factors have contributed to world famine.
- that modern transportation systems have affected our perception of time and space i.e. "the shrinking world".
- that environmental, economic and social factors affect land use planning.
- that population growth is a major, persisting problem in many countries.

The student is able to:

- identify and analyze components of environmental and social problems.
- give examples of global interdependence.
- arrange events in sequence.
- identify techniques used to persuade or convince.

The student values:

- importance of replacing renewable resources.
- importance of conserving non-renewable resources.
- global relationships.

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that environmental, economic and political factors have contributed to world famine. B. The student knows that many countries or regions of the world are currently experiencing widespread famine and malnutrition.

State Goal	1,4
District Goal	
Program Goal	1,3,4

Related Area(s)

Suggested Activities: Grade(s)

Title: Hunger in the World
Group size: entire class
Materials: chalkboard, films, teacher-made bulletin board

Procedure(s):

- Using magazine and newspaper clippings and pictures, develop a bulletin board on famine and malnutrition in the world.
- Have the students look at the bulletin board as a basis for a discussion of hunger in the world.
- Ask students if they can help you list some reasons why hunger is prevalent in the world today.
- Put their responses on the chalkboard.
- Show films that depict the problems of hunger and famine and some underlying causes.
- Revise the list based on infoimation obtained from the films.
- Have students list some ways hunger and famine might be alleviated.
- Have students categorize reasons for famine and hunger in three areas: economics, environmental, political.

Suggested Monitoring Procedures

Quiz stsudents on reasons for hunger and famine. Have them place reasons in three categories: environmental, economic , political.

Possible Resources

Films:

FISH IN A CHANGING ENVIRONMENT	11 min
FROM THE FACE OF THE EARTH	16 min
HOUSE OF MAN, THE 1: Our Changing Environment	17 min
HOUSE OF MAN, THE 2: Our Crowded Environment	17 min
INDIA: The Struggle for Food	18 min

District Resources

ESD 121 Film Library

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that modern transportation systems have affected our perception of time and space, i.e. "the shrinking world". B. The student is able to give examples of global interdependence.

State Goal	1,2,4,6, 7,8,9,10
District Goal	
Program Goal	1,2,3,4 5,7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Labels We Wear Group size: individual Materials: none Procedure(s): • Have students formulate a general list of items they use (ex. shoes, games, spices, medicines, clothing, cars). • Take this list and make a ditto for each student. • Have the student go home and find as many items on the list as he can. • Of the ones he finds, have him check the label and write on the ditto the country where it was manufactured.	Take a map of the world. Locate the countries that the different products come from. Identify with labels so the students can see the many areas that the products come from.	
Title: The Shrinking World Group size: class Materials: Procedure(s): • Pose a hypothesis that there is no longer any modern transportation. What would happen to our world? • Discuss this orally then have each child write a story on his thoughts of having no modern communication.	Finished paper	**District Resources**

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that environmental, economic and social factors affect land-use planning.

State Goal	2-10
District Goal	
Program Goal	1,2,6,7

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: You Want To But We Don't Group size: class or school Materials: use list, map of playground area Procedure(s): . Have each student figure out how to use the playground. . Divide into three groups--one all boys, one all girls, one mixed boys and girls. Have them put their ideas into a playground use map. . Have each group put their map on the bulletin board. . Have other groups look at them. . Discuss good and bad points. . Through voting, discussion and conflict, make a plan for playground use.	Move from group to group. Check maps for use. Lead final discussion.	THE ENVIRONMENT: Written by Coca-Cola Bottling Company
		District Resources
Title: Town Meeting Group size: small group and class Materials: prepared materials (different for each group) Procedure(s): . Each group will form a citizen's committee. The teacher has given each group a description of their environmental, economic and social factors. There is a piece of land that was given to their community. They are to solve the problem of what to do with this land.	Observation	

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that population growth is a major, persisting problem in many countries.

State Goal	1,6,7
District Goal	
Program Goal	1,2,3,4

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Population Growth Group size: class and small groups Materials: jar, one fruit, fruit flies Procedure(s): • Put a group of fruit flies in a jar with the fruit and observe what happens. • Ask questions such as: How fast did the fruit flies multiply? What happened to the food? What shall we do with the expired fruit flies? How can we apply this over-population of fruit flies to people? • Apply to local community. Are there any areas of over-crowding? Do churches have to have two services? Do schools have portable classrooms or doubleshift? Are there enough places for people to go or things to do? Compare present population statistics of the town with those of 10 years ago and 20 years ago. Compare school population now with those of 10 and 20 years ago. • Move from comparing local populations to national and world populations.	Have children write a report on the experiment. Do this in small groups.	District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that population growth is a major, persisting problem in many countries.

State Goal	1,6,7
District Goal	
Program Goal	1,2,3,4

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Where Is Everybody **Group size:** class and small groups **Materials:** current world almanac and atlas, butcher paper Procedure(s): • Teacher assigns a continent to each group. • Each group makes a large outline map of the assigned continent. • Group members use the reference materials to find their area's population and put it on the map indicating dense population areas and sparse areas. • Follow-up Activity: How does each country feed its people?		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows that population growth is a major, persisting problem in many countries.

State Goal 1,6,7

District Goal

Program Goal 1,2,3,4

Related Area(s)

Suggested Activities: Grade(s) 4

Title: A Look into the Future
Group size: class, individuals
Materials: tape made by the instructor

Procedure(s):

- For the past 200 years the world's population has been "exploding". The number of people on the planet doubles every 35 years with a present world population of more than four billion people. By the year 2001 there will be more than six billion inhabitants.
- On tape, the teacher will make the above information into an imaginary situation -- a look into the future.
- Stop the tape at an exciting place. In story form the children will finish the story.

Suggested Monitoring Procedures

Possible Resources

Text book

Filmstrips

Books

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student is able to identify and analyze components of environmental and social problems.

State Goal	4,6,7
District Goal	
Program Goal	1,2,3,5

Related Area(s)

Suggested Activities: Grade(s) 4

Title: Lifted Lorax
Group size: class
Materials: films, THE LORAX, ARK

Procedure(s):

- Have students list social and environmental problems that are facing their community, state and nation e.g. pollution of streams, industrial smoke, haze, overcrowding.
- Show film
- Use leading questions if students don't come up with their own responses.
- After film identify the problems brought out in the film placing them in two lists, either environmental or social then talk about these problems.

Suggested Monitoring Procedures

Quiz, with students placing social and environmental problems in the proper columns from a scrambled list.

Possible Resources

Films:

ARK	20 min
LORAX, THE	24 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows the importance of conserving nonrenewable resources.

State Goal	1,4,6, 7,8
District Goal	
Program Goal	3,4,5

Related Area(s)

Suggested Activities: Grade(s) 4

Title: What Would Happen
Group size: small group and class group
Materials: none

Procedure(s):

- Pose the question, "What would happen if there were no longer any gas?" (Or choose another nonrenewable resource.) Have a class discussion.
- Then break up into small groups and have them create a skit illustrating one of the items discussed.

Title: Goin' Fishin'
Group Size: entire class
Materials:

Procedure(s):

- Divide class into two teams. Each student "goes fishing" by lowering a magnet into the box filled with picture cards. When the student "catches" a card, he/she looks at the picture and tells which source of energy powers the object or is used in making the object.
- Teacher: "Is this a nonrenewable or renewable resource?" If student answers correctly his/her team gets a point. The team with the most points wins.

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(continued on following page)

Suggested Monitoring Procedures

Have students list the nonrenewable resources and ways in which to preserve them for future use.

Possible Resources

National Science Teachers Assoc. (NSTA) 1975 - Energy - Environment Mini-Unit Guide. "Color Us Energy Users", Primary Packet: Activities include: Pictorial Inventories, Picture Books, Energy Stamps, and Energy Games.

Energy Ant Activity Packet - Federal Government (Free)

American Gas Assoc. Educ. Service, 1515 Wilson Blvd., Arlington, VA 22209

Free Material: #N00170 "Natural Gas Serves Our Community" (free from local gas companies in most cases)

District Resources

Suggested Activities: Grade(s)________	Suggested Monitoring Procedures	Possible Resources
• Suggestions for energy card pictures: Gas stove (gas) Potbellied stove (coal) Airconditioner (electric) Car (oil) Airplane (oil) Bus (oil) Toaster, TV, washing machine (electric) Paint, record (coal) Plastic containers, shirt, blanket (gas-oil)		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4

Student Learning Objective(s) A. The student knows the importance of replacing renewal resources.

State Goal	1,6,7
District Goal	
Program Goal	1,4

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Replant? Group size: small group or class Materials: none Procedure(s): . List the uses of the forest. . List what might happen without forests. . Discuss why we have laws that make people replant. . Related Activity: Arbor Day - plant a tree		Film: CONSERVATION AND OUR FORESTS ESD 121 Books: Contemporary Social Science Curriculum - People Use The Earth, Silver Burdett Co. Principles and Practices in the Teaching of the Social Sciences, Harcourt, Brace, Jovanovich
Title: Energy Folder Group Size: individual Materials: paper, scissors, magazines Procedure(s): . Each student creates his/her folder depicting the wise use of natural resoures. They may add a descriptive sentence below each picture.	Evaluate student knowledge of conservation methods. Pass out conservation check lists. Explain that there are two pictures in a set--one showing a way to save energy (resources) and one showing a way to use more energy.	**District Resources**
Title: Energetic Game! (Bingo Energy Game - see page 14-.7 of N.S.T.A) Group Size: small group Materials: bingo cards Procedure(s): . Have students play the game as you would Bingo, using the materials as outlined.	Have student check the pictures which show how you can conserve energy (resources).	

Suggested Activities: Grade(s)________

Title: Happy Face Poster
Group size: individual
Materials: paper, magazines, scissors

Procedure(s):

- Cut words or pictures of renewable resources out of the newspaper or magazines. Paste on yellow construction paper. Draw a smiling face.
- On the other side of the poster, paste a blue sheet of construction paper. Next, cut out pictures or words of nonrenewable resources, paste them to the blue side and draw a frowning face. Cut out the circle and hand it from the ceiling.

Suggested Monitoring Procedures

Possible Resources

Films:
OUR PRODUCTIVE RESOURCES, Barr

HERITAGE OF SPLENDOR, Richfield

CONSERVATION - A job For Young America, McGraw-Hill

YOUR FRIEND, THE SOIL, Britannica

National Science Teachers Assoc. (NSTA) 1975 - Energy - Environment Mini-Unit Guide. "Color Us Energy Users", Primary Packet: Activities include: Pictorial Inventories, Picture Books, Energy Stamps, and Energy Games.
Energy Ant Activity Packet - Federal Governement (Free)

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Our Country

SPECIFIC AREA: America - The Land

Page	Suggested Grade Placement	District Placement			
	5	3	4	5	6

The student knows:

- that the U.S. is divided into regions by climate, vegetation and land forms.
- that the natural environment of the United States undergoes constant change as a result of the action of natural and human forces.
- that the Americans have much in common, but because of the great geographic diversity of the U.S., they may also live very different lives.
- the natural resources of the United States vary from region to region.

The student is able to:

- locate and describe the regions of the U.S.
- locate the major metroplitan areas in each region.
- use keys, grids and scales to analyze maps: topographic, political, demographic, climate, and resources.
- use many reference materials including atlases and almanacs.
- use more than one source to find information.

The student values:

- each region's unique contribution to the United States.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student knows that the U.S. is divided into regions by climate, vegetation and land forms. B. The student knows the natural resources of the United States vary from region to region. C. The student is able to use many reference materials including atlases and almanacs. D. The student is able to locate and describe the regions of the United States. E. The student values each region's unique contribution to the United States.

State Goal	6,4
District Goal	
Program Goal	2,7

Related Area(s) Art, Language Arts

Suggested Activities: Grade(s) 5,8

Title: The Big Map
Group size: entire class
Materials: large outlined U.S. map, butcher paper, overhead projector

Procedure(s):

- Students are given responsibility for one or two states.
- The teacher helps the class write a business letter on the chalkboard to state Chambers of Commerce. (See p.189 of Small Schools Language Arts grades 4-6).
- As students gather information about their state, they place the information on the large map.
- Information should include climate, vegetation, land forms and several natural resources.

Suggested Monitoring Procedures

Observe those who have trouble and give individual help.

Possible Resources

Textbook, atlas

State Chamber of Commerce (all states)

SPI, Small Schools Language Arts Grades, 4-6, Olympia

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student knows that the natural environment of the United States undergoes constant change as a result of the action of natural and human forces.

B. The student is able to use more than one source to find information.

State Goal 5.1
District Goal
Program Goal 4

Related Area(s)

Suggested Activities: Grade(s) 4-5

Title: Just Picture This!
Group size: entire class
Materials: current news articles

Procedure(s):

- Put on the chalkboard the term environment and have students define the term.
- Put the terms natural and man-made under the heading of environment. Have students give examples of the natural environment, e.g., mountains, lakes, streams; and man-made changes, e.g, dams, highways, etc.
- After discussing the natural and man-made changes in the environment, have students gather pictures and news articles to display on an in-class bulletin board.

Title: People Change Environment
Group size: entire class
Materials:

Procedure(s):

- Discuss with students the way man changes the land to suit his needs (e.g., land fill, excavation for highways, creation of man-made lakes or waterways).
- Have students relate examples of the way man has changed the environment in their local area.

Suggested Monitoring Procedures

List examples of natural and man-made environments and have students classify them in the proper category.

Possible Resources

Magazines, newspaper

Films:

LAND FORMS AND HUMAN USE	11 min
LAND POLLUTION: A First Film	8 min
LAND WE LOVE, THE	20 min
NATURAL RESOURCES	10 min
CRY OF THE MARSH	12 min
EROSION AND WEATHERING: Looking at the Land	17 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student knows that Americans have much in common, but because of the great geographic diversity of the U.S., they may also live very different lives. B. The student is able to locate the major metropolitan areas in each region. C. The student is able to use keys, grids and scales to analyze maps: topographic, political, demographic, climate and resource. D. The student is able to make inferences from graphically presented data.

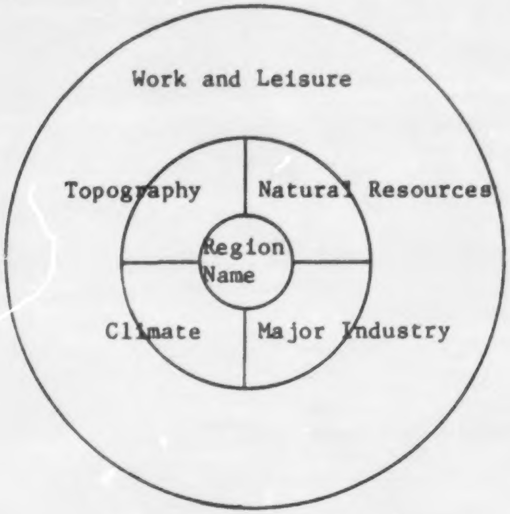
State Goal	1,4,7
District Goal	
Program Goal	1,4

Related Area(s)

Suggested Activities: Grade(s) 5

Title: Man and His Place
Group size: small groups/pairs
Materials: worksheet

Procedure(s):



- Present student with worksheet.
- Have students locate information and place in appropriate section of chart.
- As a group, students discuss how life styles are affected by geographical diversity of regions.

Suggested Monitoring Procedures

Possible Resources

District adopted text

Library reference materials

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Our Country

SPECIFIC AREA: America - The Early Cultures

Page	Suggested Grade Placement	District Placement			
	5	3	4	5	6

The student knows:

- that there was a great deal of diversity among the Native Americans.
- that various groups of Native Americans had well developed cultures prior to European exploration and settlement.
- that exploration by persons of various ethnic groups provided knowledge about the Western Hemisphere and led to the settlement by people from Europe.
- that European colonists depended upon Native Americans, on each other, and on people in their homelands to survive in North America.
- that social and economic conditions and religious strife in European countries stimulated the period of discovery and exploration.
- that people who migrated to the Americas seeking a place of freedom and a better way of life, often did so at the expense of native inhabitants.

The student is able to:

- describe ways in which the European conquest and settlement affected Native American culture
- read historical narrative, exposition, and dialogue.
- compare life-styles of diverse Native American cultures.
- recognizes sequence and chronology in time-lines.
- generalize about human behavior using a historical reference.

The student values:

- the diversity of cultures.
- the courage of the early explorers and colonists.
- the contribution of the Native American culture to our history.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student knows that there was a great deal of diversity among the Native Americans. B. The student knows that various groups of Native Americans had well developed cultures prior to European exploration and settlement. C. The student is able to compare life-styles of diverse Native American cultures. D. The student values the diversity of cultures. E. The student values the contribution of the Native American culture to our history.

State Goal	1,3
District Goal	
Program Goal	1,2,3

Related Area(s) Art

Suggested Activities: Grade(s) 5

Title: Mural, Mural on the Wall
Group size: small groups
Materials: art supplies, butcher paper

Procedure(s):

- Identify through reading and discussion Native American groups.
- Ask each small group to depict an assigned Native American culture, including housing, clothing, arts and crafts.
- Arrange murals on wall for students to compare and contrast the ways that each major Native American culture developed.

Title: Indian Cultures
Group size: entire class
Materials: films

Procedure(s):

- Show films asking students to look for ways that the films show the heritage and culture of Native Americans.
- List the different Native American groups shown and how their culture was depicted.

Suggested Monitoring Procedures

Draw inferences about why Native American culture adapted to its region.

Possible Resources

Library books on Native Americans of the Pacific Northwest.

Films:

TOTEMS	15 min
MAN AND THE FOREST 1: Red Man and the Red Cedar	12 min
FATHER OCEAN	11 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student knows that exploration by persons of various ethnic groups provided knowledge about the Western Hemisphere and led to the settlement by people from Europe. B. The student is able to recognize sequence and chronology in time-lines. C. The student values the courage of the early explorers and colonists.

State Goal	6,7
District Goal	
Program Goal	1,5

Related Area(s)

Suggested Activities: Grade(s) 5

Title: The Line of Time
Group size: small groups or class
Materials: butcher paper, crayons

Procedure(s):

- To introduce time-line concept have students brainstorm important events of their school year.
- Then place events in chronological order, pointing out which events are relevant and why.
- Have students then recall important historical events beginning with the birth of Christ to the 20th century.
- Put in chronological order - dates and events from birth of Christ to 1890 A.D.
- Have the class use reference materials to fill in U.S. history more completely from 1607 to the Civil War.
- Allow students who have special interests or are curious to fill in earlier areas of the time line.

Suggested Monitoring Procedures

Teacher observation

Possible Resources

District adopted texts

History books

Library references

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student knows that European colonists depended upon Native Americans, on each other, and on people in their homelands to survive in North America. B. The student knows that, in spite of the fact colonies in North America developed along sectional lines, settlers in various regions shared common problems and experiences.

State Goal	1,2,5
District Goal	
Program Goal	1,3,5,6

Related Area(s)

Suggested Activities: Grade(s) 5-8

Title: Brave New World
Group size: small groups
Materials: butcher paper, chalkboard

Procedure(s):

- Divide class into small groups.
- Have each group pretend they are Europeans interested in forming a colony in North America.
- Have students decide:
  - reasons for leaving Europe
  - supplies to be brought from Europe
  - colony location
  - land size needs
  - food supply source
  - form of government
  - Native American policy
- Have each group list their findings under appropriate headings on a large sheet of butcher paper.

Suggested Monitoring Procedures

Possible Resources

Native American Curriculum Units
- General Information
- Coastal Culture Area
- Desert Culture Area
- Woodland Culture Area

Highline Public Schools
15675 Ambaum Blvd. S.W.
Seattle, WA 98166

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student is able to describe ways in which the European conquest and settlement affected Native American culture.

State Goal	1,6
District Goal	
Program Goal	5

Related Area(s)

Suggested Activities: Grade(s) 4,5,6

Title: My Time Is Your Time
Group size: small groups
Materials: books on Native Americans

Procedure(s):

- Small groups role play Native American groups.
- Each group will have an elder who will describe life in the tribe before Europeans settled.
- Have young natives in the group compare and contrast how life of the tribe has changed since the Europeans settled.
- Note: Discussion should cover: food, language mixing races, land loss, settler wars, disease, survey, Indian wars.

Additional activity:

- Group map showing the location of these tribes and how European settlements affected these tribes.

Suggested Monitoring Procedures

Possible Resources

Texts on North American Natives

Highline Schools Native American Curriculum Units

General Information

Highline Schools
15675 Ambaum Blvd. S.W.
Seattle, WA 98166

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student is able to read historical narrative, exposition, and dialogue.

State Goal	5
District Goal	
Program Goal	5.1

Related Area(s)

Suggested Activities: Grade(s) 4-5

Title: You Are There
Group size: small groups
Materials: resources on Lewis and Clark (text, encyclopedia, etc.)

Procedure(s):

- Explain that each student will act as a reporter gathering information about the Lewis and Clark expedition.
- As small groups, have students use their own interpretations and direct quotes to write news articles for a newsletter about the expedition.
- Have students exchange newsletters and discuss likenesses and differences in interpretations.
- "Publish" a paper which contains articles on the highlights of the expedition, an interview with Lewis and Clark, cartoons or drawings, and any special features students write.

Suggested Monitoring Procedures

Teacher observation and supervision of task.

Possible Resources

District adopted text

Encyclopedias

Film:

JOURNALS OF LEWIS AND CLARK
27 min

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Our Country

SPECIFIC AREA: America - The New Nation

Page	Suggested Grade Placement	District Placement			
	5	3	4	5	6

The student knows:

- that the causes of the American Revolution were related to the differences that developed between Americans and the British.
- that, in spite of the fact colonies in N. American developed along sectional lines, settlers in various regions shared common problems and experiences.
- that the Constitution of the U.S. is the basis of the law of the land.
- that a colonizing nation attempted to impose its culture upon its colonies.
- people who immigrate of their own free will, often do so because they feel there are greater opportunities in the new country.
- fundamental goals of a democratic society are equality under the law for all people, an equal opportunity for a good life, and a voice in government.

The student is able to:

- recognize and interpret basic features of the U.S. Constitution.
- identify the factors which caused many colonists in N. America to desire independence.
- locate and interpret places on a map.
- evaluate differing points of view.
- make inferences from graphically presented data.
- make an outline of topics to investigate.
- distinguish fact from value statements.

The student values:

- the constitution and its underlying principles.
- the rights of people to hold diverse opinions and live diverse life styles.
- separation of church and state.

Suggested Objective Placement 5

State Goal	10,5
District Goal	
Program Goal	1

Student Learning Objective(s) A. The student knows that the causes of the American Revolution were related to the differences that developed between Americans and the British. B. The student knows that a colonizing nation attempted to impose its culture upon its colonies. C. The student is able to identify the factors which caused many colonists in N. America to desire independence. D. The student is able to evaluate differing points of view. E. The student values the rights of people to hold diverse options and live diverse life styles.

Related Area(s)

Suggested Activities: Grade(s) 5-8

Title:	Taxation Debate
Group size:	whole class
Materials:	textbooks, notes from readings, graphs to display

Procedure(s):

- Teacher chooses:
  - Three students representing judges.
  - Representative from each of the 13 colonies.
- Each student prepares one advantage of taxation to debate.
- Each colony's representative presents a case for keeping taxation monies.
- Representative from parliament then presents his argument for taxation.
- Final judgement made by three judges, as to who gets taxation monies.

Suggested Monitoring Procedures

Quiz students on their knowledge of the causes of the American Revolution.

Possible Resources

Films:

DAWN OF THE AMERICAN REVOLUTION: A	16 min
COLONIAL AMERICA IN THE 18th CENTURY	17 min
COLONIAL LIFE AND CRAFTS	14 min
SOLDIER OF THE REVOLUTION	15 min

ESD 121 Film Library

District Resources

Suggested Activities: Grade(s)_______	Suggested Monitoring Procedures	Possible Resources
Title: Why Revolt? Group size: entire class Materials: films, text Procedure(s): • Ask students if they can name some specific reasons why the colonists revolted against the rule of England. • List the responses on the chalkboard (accept all responses). • Show films listed in the resources. • Ask students if they would like to add or delete from the list on the chalkboard after seeing the film. • Have students read in their text and from library books for additional causes.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student knows that people who emigrate of their own free will, often do so because they feel there are greater opportunities in the new country.

State Goal	8,5
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 5-8

Title: A Notion To Be In Motion
Group size: individual, or small group
Materials: prepared immigration application

Procedure(s):

- Student prepares a list of reasons for emigrating.
- These reasons are then presented to an immigration council.
- Note the difference in reasons for emigration and immigration. List both.
- List some famous immigrants. Tell what their early life in the U.S. was like. Why did they prefer it to their former country?

Title: Coming to America
Group size: entire class
Materials:

Procedure(s):

- Have students ask their parents if their parents or grandparents emigrated to this country.
- Use a world map and locate the countries where they emigrated from. Put pins on the map showing the names of the individuals.
- Also list the reasons why the people emigrated.
- If possible have an immigrant talk to the class about his/her experiences.

Suggested Monitoring Procedures

Possible Resources

Parents or grandparents, who emigrated, as resource people.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student knows that the fundamental goals of a democratic society are equality under the law for all people, and equal opportunity for a good life, and a voice in government. B. The student knows that the Constitution of the United States is the basis of the law of the land. C. The student values separation of church and state. D. The student is able to recognize and interpret basic features of the U.S. Constitution. E. The student values the Constitution and its underlying principles.

Related Area(s)

State Goal	1,9,10
District Goal	
Program Goal	4,7

Suggested Activities: Grade(s) 5

Title: The Law is the Law
Group size: small group, individual
Materials: textbook

Procedure(s):

- Show films on the Constitution and how laws can be changed.
- Have the students read about and discuss the U.S. Constitution and Bill of Rights. Then ask each group to write a set of laws to govern the classroom using the Constitution to defend each law's legal basis.
- Have each group present its rules to the class and discuss differences in interpretation.

Suggested Monitoring Procedures

Quiz on the Bill of Rights

Possible Resources

Films:

CHANGING THE LAW	23 min
CONSTITUTION, THE: The Guardian of Liberty	19 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student is able to locate and interpret places on a map.

State Goal	1,4
District Goal	
Program Goal	1

Related Area(s)

Suggested Activities: Grade(s) 5-8

Title: Lexington to Yorktown
Group size: individual
Materials: outline map of eastern U.S. and Canada, pens/pencils

Procedure(s):

- Show films to give students background on the colonies and some of the battles.
- On the outline map, have the students locate the colonies and name them on the map.
- Have them place the battles of the American Revolution on the map, using red to indicate British victories and blue for American victories. Place the date and name of each battle next to its location.

Suggested Monitoring Procedures

Give the students an outline map and have them locate places through use of a grid.

Give students a map of a large city and have them locate streets and places by use of the grid.

Possible Resources

Films:

PAUL REVERE'S RIDE	10 min
DEBORAH SAMPSON: A Woman in the Revolution	15 min
SOLDIER OF THE REVOLUTION	15 min
GEORGE WASHINGTON: The Courage That Made A Nation	

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Our Country

SPECIFIC AREA: America - Meeting Changes

Page	Suggested Grade Placement	District Placement			
	5	3	4	5	6

The student knows:

- many people and cultures have contributed to the development of the United States as a nation.
- improvements in transportation helped speed the movement into the new territories acquired by the U.S.
- industrialization and urbanization cause profound change.
- the Civil War Reconstruction Era caused political and economic changes to occur.
- the civil rights of men and women have sometimes been restricted.
- social, economic, and political equality has been expanded but remains a continuing struggle.

The student is able to:

- identify main ideas from sources of information.
- identify bias.
- construct simple maps, properly oriented.
- see relationship between physical and political features e.g. river and state boundary.
- compute length of time between two dates.

The student values:

- the constitutional guarantee of equality for all people.
- the challenges inherent in a rapidly changing world.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student is able to recognize and use reference materials such as folk stories, myths, songs, ballads and cartoons. B. The student knows that many people and cultures have contributed to the development of the United States as a nation.

State Goal 6

District Goal

Program Goal 4,5

Related Area(s)

Suggested Activities: Grade(s) 5

Title: Historical Roadshow
Group size: small group
Materials: library books

Procedure(s):

- Students research a selected listing of stories, myths, songs, ballads, and cartoons from a chosen land region.
- Students arrange this information into an information center.
- Students present a "Historical Roadshow" using songs, stories, incidents from American history.

Suggested Monitoring Procedures

Possible Resources

Library

Music books (songs)

Films:

DISCOVERING AMERICAN FOLK MUSIC	21 min
CATLIN AND THE INDIANS	24 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student knows that improvements in transportation helped the movement into the new territories acquired by the U.S. B. The student is able to construct simple maps, properly oriented. C. The student is able to compute length of time between two dates. D. The student is able to make a simple time line.

State Goal	1
District Goal	
Program Goal	1

Related Area(s)

Suggested Activities: Grade(s) 5

Title: Loco Motion
Group size: two work crews
Materials: butcher paper, felt pens, overhead projector, outline of United States

Procedure(s):

- Divide into two crews, (one representing Union Pacific Railroad, one representing Central Pacific Railroad).
- Each crew reconstructs the path of their railroad on a large outline map.
- Crews then compute starting and ending date for their railroad.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

State Goal	1,7
District Goal	
Program Goal	5,2

Student Learning Objective(s) A. The student knows that industrialization and urbanization cause profound change. B. The student is able to see the relationship between physical and political features (e.g., river and state boundary). C. The student values the challenges inherent in a rapidly changing world.

Related Area(s)

Suggested Activities: Grade(s) 5	Suggested Monitoring Procedures	Possible Resources

Title: East is East and West is West
Group size: small group/entire class
Materials: maps, crayons, rulers, pencils, textbook.

Procedure(s):

- Students locate five major cities east of the Mississippi and five cities in the central or mountain states.
- Students explain how advances in transportation effects growth of urban areas along major routes of transportation lines.
- Lists can include: steam engines, canals, roadways.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student knows that the Civil War Reconstruction Era caused political and economic changes to occur.

State Goal	3
District Goal	
Program Goal	1,2

Related Area(s)

Suggested Activities: Grade(s) 5	Suggested Monitoring Procedures	Possible Resources
Title: Carpetbaggers and Scalawags Group size: small group Materials: reference books Procedure(s): • Divide class into groups. Assign each group a specific topic of the Reconstruction Era which would have affected the economic and political situation, e.g. carpetbaggers, Black Codes, Freemen Bureau and Scalawags. • Each group will present their findings to the entire class.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student knows the civil rights of men and women have sometimes been restricted. B. The student knows social, economic, and political equality has been expanded but remains a continuing struggle. C. The student values the constitutional guarantee of equality for all people.

State Goal	1,3
District Goal	
Program Goal	1,5

Related Area(s)

Suggested Activities: Grade(s) 5

Title: To Vote or Not to Vote
Group size: small group
Materials: papers, pens, rules

Procedure(s):

- Students will trace the history of voting in the United States since 1900, listing those who had the right to vote and those who did not. This list will be compared with those that have the right to vote in the present.
- Students will make a large voting ballot upon which each group will list the reasons certain people couldn't vote and what "changed" to finally give them the "voting right".
- The Constitutional guarantee will be written on the ballot and each group will approximate how many years it took for the U.S. to attain this guarantee.
- Create a pictograph, or collage, or mural showing how a depression or a recession can restrict the civil rights of men and women (laws, advertisements, jobs, food, gas, restrictions, loans, interests).

Suggested Monitoring Procedures

Possible Resources

Film:

JOBS IN THE CITY: Women at Work 11 min

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student is able to identify main ideas from sources of information. B. The student is able to identify bias.

State Goal	1,5,9
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s) 5

Title: In the News
Group size: individual/group
Materials: resource materials

Procedure(s):

- Using a factual situation*, students gather information and write a news article, from either a favorable or dissenting point of view.
- Students share newspaper articles with class and indentify and discuss bias statements in their articles.

*i.e. Relocation of Native Americans, Boston Massacre, Northern Tier Pipeline issues.

Suggested Monitoring Procedures

Possible Resources

Encyclopedia

Almanac

Vertical file

Periodicals

Atlas

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Our Country

SPECIFIC AREA: America - In The World Today

	Page	Suggested Grade Placement	District Placement			
		5	3	4	5	6
The student knows:						
. rapid technological growth has brought a higher standard of living for most Americans as well as accompanying problems.						
. technology influenced growth of cities.						
. 20th century wars produced changes in the U.S. and the world.						
. the civil rights movement sought to make improvements in the lives of minority groups.						
The student is able to:						
. make use of headings, topic sentences and summary sentences to select main ideas from reference materials.						
. recognize and use reference materials such as folk stories, myths, songs, ballads and cartoons.						
. construct simple graphs and tables.						
The student values:						
. the right of people to pursue equality.						

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

State Goal	6,8
District Goal	
Program Goal	3

Student Learning Objective(s) A. The student knows that rapid technological growth has brought a higher standard of living for most Americans as well as accompanying problems. B. The student knows that technology influences growth of cities.

Related Area(s)

Suggested Activities: Grade(s) 5

Title: Getting Better All the Time
Group size: small groups
Materials: ditto sheet for each student with the following information:

Name of invention	
Positive	Negative

Procedure(s):

- Show films.
- Assign each group a different invention.
- Choose some groups to present their ideas to the class.
- Given a page divided into two columns, the students will list in one column the positive effects of an invention, such as the car or the airplane.
- In the second column, the students will list the negative effects.
- In a small group situation, they will discuss their results.

Suggested Monitoring Procedures

Have students enumerate as many technological changes as they can that are affecting their lives, e.g., computers, airplanes, automobiles.

Possible Resources

Films:

GOLDEN AGE OF THE AUTOMOBILE	30 min
AIRPLANES AND HOW THEY FLY (Revised)	14 min
TRAINS	15 min
TRANSPORTATION REVOLUTION, THE: Story of America's Growth	21 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

State Goal	1
District Goal	
Program Goal	5

Student Learning Objective(s) A. The student knows that 20th Century wars produced changes in the U.S. and the world. B. The student is able to make use of headings, topic sentences and summary sentences to select main ideas from reference materials. C. The student is able to make an outline of topics to investigate.

Related Area(s) Language Arts

Suggested Activities: Grade(s) 5-8

Title:
Group size: individual
Materials:

Procedure(s):

- Given a selection on a 20th Century war, students will use topic sentences, summary sentences and headings to outline the selection. e.g.
  - The war to end all wars - WWI
  - A police action - Korea
  - Viet Nam, a war not won
  - The war in Europe - WWII
  - The war in the Pacific - WWII
  - The dropping of the Atom Bomb - WWII

Note: See Small Schools Language Arts Curriculum 4-6 for examples of activities in getting the main idea, making an outline, using supportive details in a paragraph and topic sentences.

Suggested Monitoring Procedures

Possible Resources

Textbooks

Periodicals

Encyclopedia

SPI Small Schools Language Arts Curriculum, 4-6, Olympia pp. 153-164

District Resources

Suggested Objective Placement 5

Student Learning Objective(s) A. The student knows the civil rights movement sought to make improvements in the lives of minority groups. B. The student values the right of people to pursue equality.

State Goal	1,5
District Goal	
Program Goal	1,2

Related Area(s)

Suggested Activities: Grade(s) 5

Title: Climbing the Mountain
Group size: class
Materials:

Procedure(s):

- Students will compare the type of jobs they think minority groups would hold in both the blue-collar, and white-collar job areas.
- The students will list the names of special minority interest groups or people (example, Martin Luther King, Rev. Jesse Jackson) that helped make improvements in opening job areas, voting, education, and living standards.
- These activities will then be tied into the type of information in our democratic constitution. (Numbered or explained)
- Have students compile a list of eating establishments or speciality shops that are owned by minority groups.

Title: Through the Eyes of Others
Group size: entire class
Materials: film, paper, pencil

Procedure(s):

- Show films and discuss the message of the films in terms of minority groups.
- Have students imagine they are one of the people in the films.
- Have students write a report on problems they face as a minority youth.

Suggested Monitoring Procedures

Have students compare opportunities of the majority versus minorities in our society - in school, in the community, and in the work force.

Possible Resources

Films:

MINORITY YOUTH: Adam
10 min

MINORITY YOUTH: Akira
15 min

MINORITY YOUTH: Angie
11 min

MINORITY YOUTH: Felicia
12 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Our Country

SPECIFIC AREA: America - Meeting Future Challenges

	Page	Suggested Grade Placement	District Placement			
		5	3	4	5	6
The student knows: . while Americans are successfully meeting some of today's challenges, new ones are constantly emerging. . that pollution and energy problems appear to be critical challenges to the future of the nation and the world. . that the struggle for equal rights remains a national challenge. . the curiosity and inventiveness of the American people has led to the attainment of great achievement.						
The student is able to: . use definite time concepts such as second, minute, yesterday, decade, century. . make predictions about the future based on the study of human behavior in the past and present. . make a simple time-line.						
The student values: . his/her active role in confronting the future.						

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

State Goal	7,10
District Goal	
Program Goal	4,5

Student Learning Objective(s) A. The student knows that while Americans are successfully meeting some of today's challenges, new ones are constantly emerging. B. The student knows that pollution and energy problems appear to be critical to be challenges to the future and the world. C. The student is able to make predictions about the future based on the study of human behavior in the past and present. D. The student values his/her active role in confronting the future.

Related Area(s)

Suggested Activities: Grade(s) 5

Title: Current Trends

Group size: entire class/2 groups

Materials:

Procedure(s):

- Tell the students that we are faced with several problems including shortages of food, fuel, energy and living space.
- Suggest to the students that the best way to solve these problems is to build a city on or under the ocean or in outer space.
- Divide the class into two groups. Let each group plan a city: one under the ocean, one in space. How would they differ from the way we live now?

Suggested Monitoring Procedures

Possible Resources

Current magazines
(use Reader's Guide)

Films:

CITY I SEE, THE 14 min

ENERGY AND LIVING THINGS 10 min

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student knows the curiosity and inventiveness of the American people has led to the attainment of great achievement.

State Goal 4

District Goal

Program Goal 5

Related Area(s)

Suggested Activities: Grade(s) 5

Title: Curiosity and the Inventor
Group size: individuals
Materials: reference books

Procedure(s):

- Teacher provides a list of inventions and/or inventors from the 18th, 19th and 20th centuries.
- Student presents a three minute oral report to the class, focusing on:
  - The inventor's name
  - The invention's name
  - Reasons for the invention
  - Effects of the invention on the American people
- Student must display actual invention or provide a photograph or drawing of their report topic.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

State Goal	1
District Goal	
Program Goal	4

Student Learning Objective(s) A. The student is able to recognize and identify differing points of view. B. The student knows that the struggle for equal rights remains a national challenge. C. The student is able to distinguish fact from value statements.

Related Area(s)

Suggested Activities: Grade(s) 5	Suggested Monitoring Procedures	Possible Resources
Title: Is It a Fact Group size: entire class Materials: newspapers, magazines Procedure(s): . Students collect news articles of current issues (emphasis on women, minority rights). . Students compile notebooks by topics: collecting one article on factual information and one article on opinionated information about same topic.		Newspapers Magazines
Title: Views of News Group size: small groups Materials: Procedure(s): . Two broadcasting teams are selected, one to present an opinion based show. . Students present news programs in both radio and television format. . Class discusses ways they found to distinguish between fact and opinion.		Viewing local news shows focusing on editorial comments. Sources for local news.
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student is able to use definite time concepts such as second, minute, decade, century.

State Goal	1,4
District Goal	
Program Goal	5

Related Area(s)

Suggested Activities: Grade(s) 5

Title: The Giant Step

Group size:

Materials:

Procedure(s):

- Class discusses space travel of the 20th Century focusing on decade events.
- Class recreates the actual countdown for the Columbia space shuttle.

Additional Activity:

- Students divide into small groups. Each group is given a destination point from earth to another planet. Before the group can launch their space craft they must calculate in standarized time the length of their mission.

Suggested Monitoring Procedures

Possibie Resources

Reference books

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Our Country

SPECIFIC AREA: America - Knowing Our Neighbors

Page	Suggested Grade Placement	District Placement			
	5	3	4	5	6

The student knows:

- the history of our neighboring nations begins with the story of the Native American.
- with European exploration came changes, both good and bad, for native inhabitants.
- the future of our nation is closely related to the well-being of our neighboring nations.
- the United States and its neighbors are interdependent.
- that climate of a region is affected by location, e.g., latitude coast lines, altitude , ocean currents.

The student is able to:

- identify and locate the North and South American continents, and the boundaries of the major nations.
- determine major land features.
- compare meridians and parallels on different map projections.
- locate place via longitude and latitude.
- recognize and identify differing points of view.

The student values:

- a global perspective regarding the location of the U.S. and its neighbors.
- positive relationships between the U.S. and its neighbors.

Suggested Objective Placement 5

Student Learning Objective(s) A. The student knows the history of our neighboring nations begins with the story of the Native American. B. The student knows that with European exploration came changes, both good and bad, for native inhabitants. C. The student is able to identify and locate the North and South American continents, and the boundaries of the major nations.

Related Area(s)

State Goal	1,4
District Goal	
Program Goal	5

Suggested Activities: Grade(s) 5	Suggested Monitoring Procedures	Possible Resources
Title: More Than Bows and Arrows **Group size:** whole class **Materials:** film: MORE THAN BOWS AND ARROWS **Procedure(s):** • Students view film on the Native Americans. • Discussion, which follows the film, should focus on the way Native Americans lived before and after European exploration. What were the good changes and the bad changes caused by European intervention?		Film: MORE THAN BOWS AND ARROWS 71264, 71265 **District Resources**

Suggested Objective Placement 5

State Goal	6
District Goal	
Program Goal	1

Student Learning Objective(s) A. The student knows the future of our nation is closely related to the well-being of our neighboring nations. B. The student knows the United States and its neighbors are interdependent. C. The student values positive relationships between the United States and its neighbors. D. The student values a global perspective regarding the location of the United States and its neighbors.

Related Area(s)

Suggested Activities: Grade(s)

Title: Good Neighbors
Group size: class
Materials: films on Canada

Procedure(s):

- Students view films on Canada.
- With titles U.S. and CANADA on chalkboard through discussion, the class lists what the U.S. has to offer Canada and what Canada has to offer U.S.
- Using this information, class discusses over interdependence and how our future is dependent on the relationship with Canada.
- Narrow the discussion to Washington and British Columbia and have students list our interdependence, e.g., gas, water.

Suggested Monitoring Procedures

Possible Resources

Films:

CANADA: Our Neighbors in British Columbia 40667
ESD 121

CANADA: Our Northern Neighbor 41601
ESD 121

District Resources

190

191

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5

Student Learning Objective(s) A. The student knows that region climate is effected by location e.g. latitude, coast lines, altitude, ocean currents. B. The student is able to construct simple graphs and tables.

State Goal	1,4
District Goal	
Program Goal	2

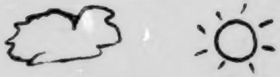
Related Area(s)

Suggested Activities: Grade(s) 5

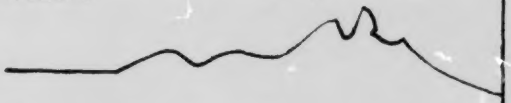
Title: Whatever the Weather
Group size: class
Materials: butcher paper, crayons

Procedure(s):
- Students choose a state and gather data on its climate and land elevations.
- The students will construct a pictograph showing the relationship of climate to land elevation.
- The pictograph will be constructed on a large sheet of paper to display and compare.

Climate Symbols



Land elevations



Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Objective Placement 5

Student Learning Objective(s) A. The student is able to determine major land features. B. The student is able to compare meridians and parallels on the different map projections. C. The student is able to locate place via longitude and latitude.

State Goal	1,4
District Goal	
Program Goal	7

Related Area(s)

Suggested Activities: Grade(s) 5	Suggested Monitoring Procedures	Possible Resources

Title: Let Your Fingers Do The Molding
Group size: small groups
Materials: clay, paint, maps

Procedure(s):

- Students will create a model of two states, using clay to create mountains, valleys, steppes, hills, and bodies of water. With paint, students will paint the capitol city of each state and locate by longitude and latitude lines. (Painting the lines on the clay model.)
- Draw or trace maps from different time periods using globes, flat maps, round maps. Locate major mountain ranges by longitude and latitude. Check each type of map to see how many degrees separate each parallel line and where each map locates the meridian lines by checking the nearest river, city, mountain or other distinctive natural feature that is close to it.

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: World Cultures

SPECIFIC AREA: Cultures and the Individual

Page	Suggested Grade Placement	District Placement			
	6	4	5	6	7

The student knows:

- all societies or social systems are logical and reasonable if examined in terms of their own beliefs, values and traditions.
- every society forms its own system of beliefs, values traditions, and skills that are called its culture.
- all people are confronted with the same psychological and physiological needs that must be met; but the way in which these needs are met differs according to the culture.
- the extensive and frequent contacts of persons of various cultures, made possible by modern transportation and communication, result in extensive cultural diffusion and cultural borrowing.

The student is able to:

- gather information from various sources.
- write a summary of main points.
- organize information about a topic of study.
- identify bias statements.

The student values:

- cultural differences among people.
- cultural similarities among people.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows all societies or social systems are logical and reasonable if examined in terms of their beliefs, values and traditions. B. The student knows every society forms its own system of beliefs, values traditions, and skills that are called its culture. C. The student values cultural differences among people. D. The student values cultural similarities among people.

State Goal	2,5,6
District Goal	
Program Goal	1,2,6,7

Related Area(s)

Suggested Activities: Grade(s) 6-7

Title: Indian Cultures
Group size: entire class
Materials: films, text, reference books

Procedure(s):

- Define cultures as knowledge, customs and arts of a people living at a certain time in a certain place.
- Show films on Indian cultures.
- Have students look for things in the films which are similar between Indian cultures.
- Have students look for things in the films which show differences in Indian cultures.
- Divide the class into groups and have each group choose one of the Indian cultures shown in the films.
- On a chart, have the groups compare the Indian culture shown with their own culture.
  - a. Show how they are similar.
  - b. Show how they are different.
- Have the charts labeled in three areas knowledge, customs and arts.

Suggested Monitoring Procedures

Ask students if they can define culture.

Have students express their feelings toward other cultures.

Help clarify their attitudes.

Possible Resources

Film:
INDIAN CULTURES: From 200 B.C. to 1500 A.D.
41569 18 min
INDIAN EXPERIENCE: After 1500 A.D. 18 min
41570
ESD 121 Film Library

Fielder, Wm. R. Inquiring About Cultures, Holt, Rinehart and Winston, N. Y. 1976

Gallant, Ruth, et al, Cultures, American Book Company, N.Y. 1979

District Resources

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows all people are confronted with the same psychological and physiological needs that must be met; but the way in which these needs are met differs according to the culture. B. The student values cultural differences among groups. C. The student values individual differences.

State Goal 5,6

District Goal

Program Goal 2,3,6

Related Area(s)

Suggested Activities: Grade(s) 6-7

Title: All Children
Group size: entire class
Materials: paper, pencil

Procedure(s):

- Explain to the students you are going to read some questions to them. Have them number their paper from 1-15. Read each question twice. If they think it is true, put T. If they think it is false, put F.:

1. All children play games.
2. All children sleep.
3. All children learn.
4. All children help to buy their own clothes.
5. All children ride bicycles.
6. All children go to school.
7. All children like to read.
8. All children must follow some rules.
9. All children like hamburgers.
10. All children wear shoes inside and outside the house.
11. All children live in houses or apartments.
12. All children speak English.
13. All children have seen television.
14. All children need food.
15. All children play baseball.

Suggested Monitoring Procedures

Check the finished paper of each student.

Have students talk about their attitudes toward other cultures and help them clarify these attitudes.

Possible Resources

District Resources

Suggested Activities: Grade(s)________

Procedure(s):

- On the chalkboard, list the number of the questions on the left side. At the top put true, false.

  e.g.

true	false	Need psych/phy	Cultural diversity
1.			
2.			
3.			
etc.			

- Fill in the number of students who answered true and the number who answered false on each item.
- When finished discuss whether the item was a common psychological or physiological need and check the proper column.
- Finally, list the way different cultures met the need under cultural diversity.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows all people are confronted with the same psychological and physiological needs that must be met; but the way in which these needs are met differs according to the culture. B. The student values cultural differences among groups. C. The student values individual differences.

State Goal	5,6
District Goal	
Program Goal	2,3,6

Related Area(s)

Suggested Activities: Grade(s) 6-7

Title: Three Environments
Group size: entire class
Materials: film, chalkboard or chart

Procedure(s):

- Explain to the class that you are going to show a film of three widely separated environments.
- Have the class look for the ways the people in the three environments solve their basic needs of food, clothing and shelter.
- Show the film.
- Either on a chalkboard or large chart, make three headings across the top - food, clothing, shelter.
- Down the side list the three environments:
  1. West Pakistan
  2. Tropical Pacific islands
  3. Northern mountains of Japan.
- Have students respond to the chart grid and fill in how the three needs are met in the different environments.

Suggested Monitoring Procedures

Ask students to compare their ways of meeting basic needs to those of other people in totally different environments.

Possible Resources

Film:

FOOD, CLOTHING AND SHELTER IN THREE ENVIRONMENTS
41750 16 min
ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows the extensive and frequent contacts of persons of various cultures, made possible by modern transportation and communication, result in extensive cultural diffusion and cultural borrowing. B. The student is able to gather information from various sources. C. The student is able to locate information from a variety of sources. D. The student is able to use many kinds of reference material.

State Goal	1,4
District Goal	
Program Goal	4,2,5

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Where Did It Come From
Group size: individual student
Materials: pencil or pen, dictionary, encyclopedias, butcher paper or chalkboard.

Procedure(s):

- Give each student a list of five customs, holidays, clothing, or food.
- Have them find, in reference material, where these things came from.
  e.g.
    Thanksgiving - United States
    Yule log - England
    Christmas tree - Germany
- Have students tell the rest of the class about their five items or put them on butcher paper or the chalkboard.

Suggested Monitoring Procedures

Teacher observation.

Assist students in use of references.

Possible Resources

Social Studies texts

Encyclopedias

Library

District Resources

SUBJECT: World Cultures

SPECIFIC AREA: Cultures and Historical Perspectives

Page	Suggested Grade Placement	District Placement			
	6	4	5	6	7

The student knows:

- a society's physical and social environment provides a framework for its history.
- perceptions of historical events are influenced by the experiences and cultures of the observer.
- traditions rooted in important institutions become strengthened where such institutions reinforce each other over long periods of time.

The student is able to:

- recognizes sequence and chronology in time-lines.
- make simple time-lines.
- generalize about human behavior through time.

The student values:

- historical information.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows a society's physical and social environment provides a framework for its history. B. The student is able to generalize about human behavior through time.

State Goal	4
District Goal	
Program Goal	3,5

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Why The Wall?
Group size: entire class
Materials: maps, films

Procedure(s):

- Present the main geographical features of North China.
- Discuss the social problems of both The Steppe and China.
- Discuss the Chinese reaction to the nomads throughout history.
- Have the students relate, in their own words, why the wall was developed.

Suggested Monitoring Procedures

Quiz the student on why the wall was built.

Possible Resources

Reference materials

Maps

Films

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows perceptions of historical events are influenced by the experiences and cultures of the observer. B. The student knows traditions rooted in important institutions become strengthened where such institutions reinforce each other over long periods of time. C. The student values historical information.

State Goal	1,6,10
District Goal	
Program Goal	1,5,7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources

Title: You are There

Group size: small groups

Materials:

Procedure(s):

- Suggest to the groups that they are to imagine they are present at great events in history: Columbus landing in America, Lindbergh landing in Paris, the building of the Great Wall in China, the signing of the Declaration of Independence.
- Have the groups decide how they might describe the event, first as an uneducated, poor person and second as a highly educated, rich person in government or aristocracy of the time.
- Have the groups role play the events describing the view of both individuals.

Variation:

- Have groups describe the events from two views- one favorable to the event, the other opposed. E.g. signing of the Declaration of Independence, view of King George of England, view of Samuel Adams of Boston.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

State Goal	1,6,10
District Goal	
Program Goal	1,5,7

Student Learning Objective(s) A. The student knows perceptions of historical events are influenced by the experiences and cultures of the observers. B. The student knows traditions rooted in important institutions become strengthened where such institutions reinforce each other over long periods of time. C. The student values historical information.

Related Area(s)

Suggested Activities: Grade(s)

Title: Tradition
Group size: entire class
Materials:

Procedure(s):

- Play the record featuring the song "Tradition" from Fiddler on the Roof or get the words and read them to the class.
- Show the film THE DEHUMANIZING CITY.
- Ask students what they think the message is in the song "Tradition".
- Ask the students if they can give examples of practices in their lives or of society that are done because they have always been done that way (tradition).
- Ask students if they understand the term bureaucracy.
- Ask them to give examples of bureaucracy in our society, e.g. schools, government.
- Have students relate the message of the film in their own words.

Suggested Monitoring Procedures

Quiz students on what they think tradition does to an institution in their lives e.g. schools.

Possible Resources

Film:

DEHUMANIZING CITY, THE
15 min
ESD 121 Film Library

Record:
"Tradition" from Fiddler on the Roof

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: World Cultures

SPECIFIC AREA: Cultures and the Environment

	Page	Suggested Grade Placement	District Placement			
		6	4	5	6	7
The student knows:						
• geographic factors influence, to some extent, where and how people live and what they do.						
• the choices made by people in adapting their environment depend on their values, economic wants, their technology and the physical factors of the area.						
• the use and the value placed on resources is related to the level of development of the culture.						
The student is able to:						
• locate and identify geographic features as they relate to a topic of study.						
• identify time zones on a map.						
• estimate distances using a map.						
• recognize various map symbols.						
• use color, contour, and visual relief maps.						
• compare and contrast regions of study on a map.						
• compare natural features to cultural activities.						
The student values:						
• the nature and beauty of the earth.						
• the prudent use of the earth's resources.						

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows geographic factors influence, to some extent, where and how people live and what they do. B. The student knows the choices made by people in adapting their environment depend on their values, economic wants, their technology and the physical factors of the area. C. The student knows the use and the value placed on resources is related to the level of development of the culture. D. The student is able to locate and identify geographic features as they relate to a topic of study.

Related Area(s)

State Goal	1,7
District Goal	
Program Goal	2,4

Suggested Activities: Grade(s) 6

Title: To Build A City
Group size: three groups - 10-12 each
Materials: map of fictional land with several fictional cities. Sheet of environmental factors (5-10), sheet of social factors (5-10), sheet of technological factors (5-10)

Procedure(s):

- Teacher writes out the three factors on each sheet.
- Each group receives a different sheet.
- Have each group choose their city using their environmental, social and technological factors.
- Have the group explain to the class why they picked the location for their city.

Suggested Monitoring Procedures

Check map

Listen to groups presentation

Possible Resources

Reference materials

Maps

Films

District Resources

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows the use and the value placed on resources is related to the level of development of the culture. B. The student knows geographic factors influence, to some extent, where and how people live and what they do. C. The student is able to locate and identify geographic features as they relate to a topic of study. D. The student is able to compare and contrast regions of study on a map.

State Goal	1,2
District Goal	
Program Goal	4,7

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Desert Hunters
Group size: whole class
Materials: maps, films if possible

Procedure(s):

- Have students study the outback region of Australia and the Kalahari Desert in Africa.
- List similarities and differences in the regions.
- Show films, if possible, of the Bushmen and Abos, inhabitants of the regions. Discuss the similarities of life styles of the two.
- Ask students to develop reasons why the groups are similar even though they are thousands of miles apart.
- Utilize a world map and label the major desert areas

  i.e., North America - Mojave
  South America - Atacama
  Africa - Sahara
  - Kalahari
  - Arabian
  Asia - Gobi
  Australia - Great Sandy
- Have students determine which ones are larger than the Kalahari; smaller.

Suggested Monitoring Procedures

Possible Resources

Film:
BUSHMEN OF THE KALAHARI

MEN OF THE DREAM TIME

Fielder, WM R., Inquiring About Cultures, Holt, Rinehart and Winston, N.Y. 1976

Gallant, Ruth, et al, Cultures, American Book Co., N.Y. 1979

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student is able to estimate distances using a map. B. The student is able to recognize various map symbols. C. The student is able to read maps to gather information about an area being studied. D. The student is able to use color, contour, and visual relief maps. E. The student is able to see relationships between physical and political features on a map.

Related Area(s)

State Goal	4,7
District Goal	
Program Goal	1,2

Suggested Activities: Grade(s) 6

Title: Mapping the Americas
Group size: five groups
Materials: map, salt, flour, paints, board for backing, opaque, projector, paint brushes.

Procedure(s):

- Use an opaque projector to outline maps of Canada, U.S., Central America, South America, and West Indies on paper. Using a salt mixture, make models from the projected maps. (These models should be in scale.)
- On the maps, show major mountain ranges and valleys.
- Paint the maps using a color scale to show elevation.
- Have students locate major rivers, lakes, and cities.
- To complete the map, have students make a legend that identifies the various components of the map.
- The completed map can then be mounted on a wooden board.

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Suggested Monitoring Procedures

The accurate completion of the map should indicate the success of the project. A written test could be given that would show the ability of the students to read the map they created.

Possible Resources

Films:

MAP SKILLS: Recognizing Physical Features 11 min

MAPS: Coastal Symbols and Terms 22 min

MAPS: Land Symbols and Terms 11 min

MAPS OF OUR LOCALITY 11 min

ESD 121 Film Library

District Resources

220

SMALL SCHOOLS PROJECT

SUBJECT: World Cultures

SPECIFIC AREA: Cultures and Social Systems

Page	Suggested Grade Placement	District Placement			
	6	4	5	6	7

The student knows:

- all societies of people have some form of social organization.
- each society has its own values, ideas, and modes of behavior that distinguish it from other societies.
- through the process of socialization people adjust, adapt, and learn approved ways of behaving in their society.
- all members of a society are ranked into different levels of prestige and power.
- all societies develop some social institutions which serve the the major functions and needs of society.
- people find comfort in drawing together with other people in society that have similiar experiences, backgrounds, and status.
- discrimination against some groups often occurs in societies.

The student is able to:

- locate information from a variety of sources.
- write notes and use them to organize written or oral information.
- evaluate sources of information.
- identify assumptions and points of view.
- identify bias.
- distinguish fact from opinion.

The student values:

- individual differences.
- cultural differences among groups.
- qualities that enhance positive relationships, among people.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows all societies of people have some form of social organization. Each society has its own values, ideas, and modes of behavior that distinguish it from other societies. B. The student is able to gather information from various sources. C. The student is able to organize information about a topic of study.

State Goal	1,5
District Goal	
Program Goal	1,3,5

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Basic Needs
Group size: entire class
Materials: map

Procedure(s):

- Review the different groups the children have studied.
  i.e. Indian cultures
  Aborigines of Australia
  Bushpeople of the Kalahari
- Decide what needs are the same among different cultures. Find these groups on the map.
- Note: Because of the group's location decide how they might solve the problem of the basic need, i.e., food is a basic need. The culture that lives near the sea gets their food from the water. The culture that lives on the desert gets their food in a different manner.

Suggested Monitoring Procedures

Possible Resources

Gallant, Ruth, et al, Cultures, American Book Co., N.Y. 1979

Fielder, WM R., Inquiring About Cultures, Holt, Rinehart and Winston, N.Y. 1976

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows through the process of socialization people adjust, adapt and learn approved ways of behaving in their society. B. The student is able to identify assumptions and point of view. C. The student values individual differences.

State Goal	2,7
District Goal	
Program Goal	7,1,3

Related Area(s)

Suggested Activities: Grade(s) 6	Suggested Monitoring Procedures	Possible Resources
Title: Social Change Group size: entire class Materials: film, paper, pencil Procedure(s): • Have the students think about the group he/she associates with at school. • Have the students list the acceptable behaviors of the group and the non-acceptable behaviors. • Have the students make an extra copy to exchange with another student. • Exchange. • Have students explain how the new group he/she was given would have to change to fit in with his/her own group.	Ask students to clarify their attitudes and beliefs and explain how they think their attitudes and beliefs are learned, adjusted and adapted.	Film: FREE TO BE...YOU AND ME 90141 col 42 min ESD 121 Film Library District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows all members of a society are ranked into different levels of prestige and power. B. The student knows discrimination against some groups often occurs in societies.

Related Area(s)

State Goal	1,6,8
District Goal	
Program Goal	4,1,2, 3,7

Suggested Activities: Grade(s) 6

Title: Once Upon A Knight
Group size: small groups
Materials: robes of state for each group

Procedure(s):

- After studying medieval social organization have two kingdoms, one based on England and the other Italy.
- Divide groups into:
  Nobles
  Freeman
  Peasants
  (groups will be in size according to size of group in population)
- Give class privileges according to their social status. (Hopefully this will show the differences between the large, organized kingdoms and the small principalities.)
- Ask students to contrast the groups in Italy and England with the society they live in today.
- Ask students if there is ranking by power and prestige in our society.
- Ask students if there is discrimination against some groups in our society. Ask them to name the groups.

Suggested Monitoring Procedures

Teacher sets mood each day by giving out new situations, seeing which group can handle with the least stress.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows all societies develop some social institutions which serve the major functions and needs of society. B. The student is able to identify assumptions and points of view. C. The student values qualities that enhance positive relationships among people.

Related Area(s)

State Goal	1,7
District Goal	
Program Goal	4,1,3

Suggested Activities: Grade(s) 6

Title: Institutions
Group size: entire class
Materials: chalkboard, texts, readings

Procedure(s):

- State that people live in groups to satisfy their needs and that these needs can be met in several ways. One way that societies over centuries have met their most important needs is through institutions.
- List the five institutions one at a time and see if students can relate what function each plays in meeting the needs of society.
- The five institutions and the needs are:
  -family- the need to socialize children (the family or marriage also provides for the physical feelings and closeness of its members).
  -education- the need to teach the values of the society and help children enter the world of adults.
  -government- the need of laws and the enforcement of laws based upon mores of the society. Protection and punishment are features of government.
  -religion- the need to worship in a group.
  -economic- the need of different tasks to produce goods and services and sell or trade for things needed.

Suggested Monitoring Procedures

Quiz students on institutions and ask students how they and/or parents play a role in the instituions.

Possible Resources

Sociology text

Film:

FAMILIES		
01622	col	9 min
FAMILIES: Alike and Different		
41591	col	15 min

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows people find comfort in drawing together with other people in society that have similar experiences, backgrounds and status. B. The student values qualities that enhance positive relationships among peoples.

State Goal	4,2
District Goal	
Program Goal	1,7

Related Area(s)

Suggested Activities: Grade(s) 6-7	Suggested Monitoring Procedures	Possible Resources
Title: Who Would You Choose? Group size: entire class Materials: paper, pencil Procedure(s): • Have each child write what kind of person he/she would like to have as a friend. (Include these questions. Will he/she have similar experiences, backgrounds, social standing?) • Take a tally to see if more children than not want friends with similar experiences, backgrounds, etc. Then discuss why.	Observations	
		District Resources

SUBJECT: World Cultures

SPECIFIC AREA: Cultures and Political Systems

Page	Suggested Grade Placement	District Placement			
	6	4	5	6	7

The student knows:

- the decisions, laws, and policies that are made by society reflect values, beliefs, and traditions.
- every society sets up an authority or institution which we call government, to make binding decisions on all its members.
- internal social crisis may bring about revolution.
- revolutions, whether peaceful or violent, vary greatly in size, nature, and effect.

The student is able to:

- read maps to gather information about an area being studied.
- see relationships between physical and political features on a map.
- gather information from a variety of sources.
- identify techniques used to persuade or convince.
- compare and contrast political systems.
- read and construct simple charts, graphs, and cartoons.

The student values:

- the right of self-determination.
- the right of each person to participate in a political system.
- the right of people to choose ways to govern themselves.
- peaceful ways to resolve conflict.

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows the decisions, laws and policies that are made by society reflect values, beliefs and traditions. B. The student knows every society sets up an authority or institution which we call government, to make binding decisions on all its members. C. The student is able to identify techniques used to persuade or convince.

State Goal	1,2,8
District Goal	
Program Goal	4,7,6

Related Area(s)

Suggested Activities: Grade(s) 6-7

Title: Class Government
Group size: class divided into groups
Materials:

Procedure(s):

- Have the various groups formulate some classroom values and beliefs. Write these into some form of a "plank". After planks are drawn up, have members of the various groups give talks to the class, trying to persuade the members of the class to vote for the speaker's beliefs. After an arbitrary time, have an election.
- Have each group represented select members to run for various offices. (Election outcome will determine how the majority feel about beliefs offered to class).

Suggested Monitoring Procedures

Monitor plank, speeches and outcome of election.

Possible Resources

Reference books

Local, county, state, federal election reports in newspapers

Magazines

Film:

WHY WE HAVE ELECTIONS: The Kings of Snark 10 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

State Goal	1,2,3
District Goal	
Program Goal	4,6,7

Student Learning Objective(s) A. The student knows the decisions, laws, and policies that are made by society reflect values, beliefs and traditions. B. The student values the right of self-determination.

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Class Rules
Group size: entire class
Materials: chalkboard, paper, a person to record

Procedure(s):

- First consider the school. Discuss why some rules and regulations are necessary for any organization. As this discussion is carried on, have the person recording write suggested rules on the board.
- After class has exhausted suggestions, discuss those on the board and eventually cut rules down to not over 10, that are workable.
- Discuss a law or decision that affects local society.
- Ask students if they can tell why this decision or law was made. E.g. speed limit near a school; students are to attend school until 16; driving age at 16 only if the student takes driver education.

Suggested Monitoring Procedures

Observations.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows internal social crisis may bring about revolution. B. The student knows revolutions, whether peaceful or violent, vary greatly in size, nature and effect. C. The student is able to compare and contrast political systems. D. The student is able to gather information from a variety of sources.

State Goal 1,4,7

District Goal

Program Goal 2,4,5

Related Area(s)

Suggested Activities: Grade(s) 6-7

Title: Peaceful or Violent

Group size: entire class or individual

Materials: paper, pencil, reference materials

Procedure(s):

- Discuss with the class that not all governments are organized to make peaceful changes when the heads of government are changed. Give some examples such as Cuba, African nations.
- With the assistance of the students, make a list of some countries that have had a change in government.
- Have students choose a country from one of the lists and write a report.
- Note: Students should try to answer such questions as: What brought about the change? Was it peaceful or violent? What was the size of the revolution and the affect on the country?
- Have students attempt to identify reasons why the change was peaceful or violent.

Suggested Monitoring Procedures

Assist students in making their selection of a country and in the use of resources.

Have students identify social issues that can bring about revolution.

Possible Resources

Encyclopedias

History texts

News magazines

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: World Cultures

SPECIFIC AREA: Cultures and Economic Systems

Page	Suggested Grade Placement	District Placement			
	6	4	5	6	7

The student knows:

- every society has some system for the production, distribution and consumption of goods and services.
- as a society becomes more complex, it also becomes more interdependent.
- when a society's wants and needs are greater than its available resources, a situation of relative scarcity exists.
- the technological development of a society influences the way of life.
- increased specialization in production and the development of working materials often leads to greater leisure time and freedom for people.

The student is able to:

- read and construct charts and graphs.
- use a decision making model.
- test generalizations against data.
- evaluate different points of view.
- organize information and ideas.
- proofread and revise.
- relate population and economics, population and land features.

The student values:

- culture differences among people.
- the right of people to make economic decisions.
- productivity (collective and individual) as a means of coping with scarcity.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows every society has some system for the production, distribution and consumption of goods and services. B. The student values the right of people to make economic decisions.

State Goal 1,2,7

District Goal

Program Goal 1,3,4,7

Related Area(s)

Suggested Activities: Grade(s) 6	Suggested Monitoring Procedures	Possible Resources
Title: Farm Production in the U.S. Group size: entire class Materials: film Procedure(s): • Have students look for systems of production, distribution and consumption in the film. Discuss what they observed. • Have the students role play. (Some will be farmers, some will be sellers, etc.) • Have students arrange a town meeting and discuss why it is important for them to have a say in the system of production, distribution and consumption of the produce.	Have students give examples of production, distribution and consumption of goods and services as they affect their lives.	Film: PRODUCE: From Farm To Market 16 min ESD 121 Film Library
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows that as a society becomes more complex, it also becomes more interdependent. B. The student is able to relate economics, population and land features.

State Goal	1,6
District Goal	
Program Goal	4,1,2,3

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Products International
Group size: class
Materials: newspaper clippings, labels from products

Procedure(s):

- Bring newspaper ads for products that are obviously made in foreign countries. (e.g. Volkswagon, Sony) and have students establish the country they come from.
- Place world map on the board and have students place products labels around map with string attaching them to the country in which they are made.
- Possibly, a contest could be held: which students could bring labels from the most countries.
- Have students discuss the countries from which most products are imported.
- Ask them if they can describe some of the attributes of those countries, e.g. standard of living, resources, technology, education, industry.
- Contrast these highly developed countries with some that are underdeveloped e.g. India, Ghana, Libya.

Suggested Monitoring Procedures

The development of the map should indicate that products come from varied countries.

A secondary observation that should develop as a result of this procedure is that the developed countries should have more strings going to them than the underdeveloped countries.

Possible Resources

District Resources

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows when a society's wants and needs are greater than its available resources, a situation of relative scarcity exists. B. The student values productivity (collective and individual) as a means of coping with scarcity. C. The student is able to use a decision-making model.

Related Area(s)

State Goal	2,10
District Goal	
Program Goal	6,7

Suggested Activities: Grade(s) 6-7

Title: OPEC Squeeze
Group size: entire class or individual
Materials:

Procedure(s):

- Ask students why the OPEC countries gained so much power. (gas lines of 1973, use of fossil fuels, scarcity of oil in other areas of the world.)
- Ask students if they can recall gas prices their parents paid one year ago, two, three, five.
- Ask students if they can list some ways in which our country is coping with scarcity and costs. Note: stress the idea of productivity and how this can be accomplished.

Suggested Monitoring Procedures

Have students enumerate examples of scarcity and how wants have created problems.

Possible Resources

News magazines

Newspapers

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows the technological development of a society influences the way of life. B. The student knows increased specialization in production and the development of working materials often leads to greater leisure time and freedom for people. C. The student knows technological changes have a great impact on cultures--some positive, some negative.

Related Area(s)

State Goal	4,8
District Goal	
Program Goal	4,5,7

Suggested Activities: Grade(s) 6-7

Title: Don't Fold, Spindle or Mutilate
Group size: entire class
Materials: small computer, if possible, or calculators

Procedure(s):

- Have the class list some examples of the use of computers in everyday life, e.g. department store, grocery store, TV games.
- If possible, work on a problem with a small computer (Apple, Radio Shack).
- Have students list some of the advantages of the use of computers and/or calculators in society today.
- Have students enumerate some of the problems in our society that can be attributed to the use of computers, e.g. displacement of employees, impersonal attitudes.

Suggested Monitoring Procedures

Possible Resources

News magazines

Newspapers

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: World Cultures

SPECIFIC AREA: Cultures and Belief Systems

	Page	Suggested Grade Placement	District Placement			
		6	4	5	6	7

The student knows:

- beliefs are an important part of every society.
- spiritual beliefs of societies are based on views of the supernatural and people's relation to it.
- rituals in every society provide ways to express social group unity and reinforce ethical and spiritual controls.
- people's beliefs may vary within a society and from culture to culture.

The student is able to:

- identify techniques used to persuade or convince.
- identify assumptions.
- compare and contrast information.
- see relationships among ideas and events.

The student values:

- his/her own belief system.
- the right of others to have their own belief system.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows spiritual beliefs of societies are based on views of the supernatural and people's relation to it. B. The student knows rituals in every society provide ways to express social group unity and reinforce ethical and spiritual controls. C. The student is able to identify assumptions.

State Goal	2,10,8
District Goal	
Program Goal	7,6,4

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Total Totem
Group size: entire class - divided into groups of five or six
Materials: cardboard, tempra, scissors, exacto knives, encyclopedia, other reference materials, paper

Procedure(s):

- Have students research the history of totems, their religious and cultural significance.
- Have groups then outline their totem on small pieces of paper. They should determine what each section of totem stands for (e.g., bottom section god of agriculture).
- When they have determined what they want and what each section stands for, transpose them to cardboard, cut out and paint totems.

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Suggested Monitoring Procedures

Ask students if they can identify different spiritual beliefs of societies. List them.

Possible Resources

Film:

TOTEMS 15 min
ESD 121 Film Library

Totem Poles with the Stories They Tell, by Boma

The History and Cultures of The Indians of Washington State, SPI, Olympia, WA

District Resources

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TOTEM POLES WITH THE STORIES THEY TELL*

Vancouver, B.C., Canada--The Northwest Coast Indians believed that in the beginning all living things shared the world in a state of equality and mutual understanding. They spoke the same language and the difference between them was in their superficial external appearance. If, for convenience, the form underneath was identical with a human form. This allowed a human to live with birds and animals and return with their secrets to hand on to his people.

From this belief, the Indians developed a series of legends and myths many of which are illustrated in their totem pole carvings.

On a single pole there might be illustrated one simple tale or several events in tribal history, legendary or actual. Almost every tribe and clan prized at least one story of an encounter between an ancestor and a spirit, usually in the guise of an animal. Following a series of exciting adventures, the man would be granted the right to adopt the animal as his crest. His descendents inherited this right, and so carved a stylized and abstract likeness of their badge on their poles.

The following are brief descriptions of the mask personalities which appear on most poles.

WHALE

The much-feared Ruler of the Deep, can be recognized by his dorsal fin. Understandably, among a people who depended on the sea for their staple food, Whale usually was the villian of Indian legends. One tale deals with the kidnapping of a beautiful young girl by Whale. Her husband was able to rescue her only with the assistance of friendly birds and animals, and after practicing black magic. It was a common belief that should a fisherman drown, his spirit would return in the guise of a Whale. To insure a good catch, the Indians would precede each fishing trip with a dance to the Killer Whale to show their goodwill.

RAVEN

Centre of many legends, is a rogue-mischievous, sly, thieving. Despite these characteristics, he was an asset. One legend states that he stole the salmon from the Beaver by rolling up their lake, absconding with it, and letting the salmon loose in the rivers, thus giving the Indians their staple food. He is also credited with stealing the sun from the chief who kept it hidden in a box. He managed this by turning himself into a pine needle, arranging to be swallowed by the chief's daughter and thus being born into the chief's house as his grandson. A pampered child, he finally persuaded his doting grandparent to give him the sun to play with. Seizing his opportunity, he changed himself back into Raven, flew through the smokehole and flung the sun into the sky to provide light. Because of this legend, Raven is often depicted with a disk in his straight beak.

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*Reprinted from The History and Culture of the Indians of Washington State, a publication of the Superintendent of Public Instruction, Olympia, WA.

WASGO (Or SEA WOLF)

The legend of Wasgo concerns a young gambling man with a nagging mother-in-law. Dressed in the skin of a sea monster, he caught various fish by night until he was finally overpowered by a pair of whales. He returned only to take his wife to an underwater home. Good luck will come to any fortunate enough to see him, his wife, or their offspring, the "Daughters of the Creeks". Wasgo is depected with the head of a Wolf, but the fins of a Killer Whale.

BEAVER

Is always indicated by prominent teeth and a cross-hatched tail. His patience, wisdom, and craftsmanship earned respect among the tribes, although his cunning ways caused him to held in some awe. One legend states that it was Beaver who felled trees for the first Indian's home, and another credits him with bringing fire to the Indians. The Beaver is a prized crest of the Eagle Clan, won after a variety of legendary incidents had occurred in which Eagle was the victor.

FROG

Was often used as a guardian symbol because of his tendency to croak a warning when anything approached. He also was credited with the ability to draw out evil supernatural powers with his tongue; hence, he was sometimes carved with a very long one. He figured often in legends dealing with a common theme--that if one member of a community was needlessly cruel to an animal, the whole community would suffer in a violent manner.

BEAR

As a symbol of earthly power, was sometimes used to indicate the authority of a chief. His short snout, large teeth and paws make him an unmistakeable figure, representing a particularly great force and might. One crest, often seen, pictures Bear Mother with her two cubs. This illustrates the myth of the Indian maid who was captured by a Bear, turned into one herself, and married to the son of the chief. She had two sons who were endowed with supernatural powers and who were able to take the form of Bear or Human at will. She was finally rescued by her brother and returned to her people.

EAGLE

Was a symbol of wisdom, authority and power. One legend concerns a young man of the bear clan, punished by his chief by being set adrift in a canoe. The Eagle chief rescued him and permitted him to marry his daughter. Many adventures followed. During one of these, Bear, exhausted by his efforts to subdue and capture a sea creature, is assisted by his Eagle wife.

THUNDERBIRD

Lord of the skies and source of the elements, was credited with animal, human and supernatural powers. Legends explained that when storms occurred, Thunderbird was capturing Whale, his only enemy and favorite food. As he sailed over the ocean looking for his prey, the spread of his gigantic wings would darken the sky. Then, sighting Whale, he would swoop down and thunder was in the flap of his mighty wings and lightning was the flask of his eyes or the fire from his tongue, as he pierced his victim before carrying him off to a mountain retreat. To the Indians, Thunderbird was a great helper and assisted them in many ways. Recognized on totem poles by his long curved beak, Thunderbird is one of the best-known crests in Indian carvings.

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows beliefs are an important part of every society. B. The student knows people's beliefs may vary within a society and from culture to culture. C. The student is able to compare and contrast information. D. The student is able to see relationships among ideas. E. The student values his/her own belief system. F. The student values the right of others to have their own belief system.

State Goal	7,2
District Goal	
Program Goal	1,3,7

Related Area(s)

Suggested Activities: Grade(s) 6	Suggested Monitoring Procedures	Possible Resources
Title: A Culture Within Group size: class Materials: film: THE AMISH Procedure(s): • Show the film THE AMISH. • Ask students to look for ways their own life style is different than that of the Amish. • Have students compare and contrast the lifestyle of the Amish to the way they live. • Areas of comparision could include beliefs, transportation, type of household equipment used, clothing. • Make a chart or mark on the chalkboard the above headings. As a group, fill in the different life styles.	Have students develop a list of similarities and differences among other groups compared to the people of their community.	Film: AMISH, THE: A People of Preservation 28 min ESD 121 Film Library **District Resources**

SUBJECT: World Cultures

SPECIFIC AREA: Cultures and the Humanities

	Page	Suggested Grade Placement	District Placement			
		6	4	5	6	7

The student knows:

- language is an integral part of culture.
- education of the young occurs in every society.
- people express their cultural beliefs through literature, drama, music, dance, art, and religion.

The student is able to:

- recognize content of different publications.
- use library skills to locate information.
- construct a bibliography.
- distinguish between relevant and irrelevant detail.
- locate and gather relevant information.
- identify common elements and relationships.
- evaluate using criteria.

The student values:

- the exchange of ideas.
- the arts and humanities as expressed in his/her own culture and other cultures.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows language is an integral part of culture.

B. The student values the exchange of ideas.

State Goal	1,2,6,7
District Goal	
Program Goal	4,7,10

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Language: Is It Really Needed?

Group size: entire class

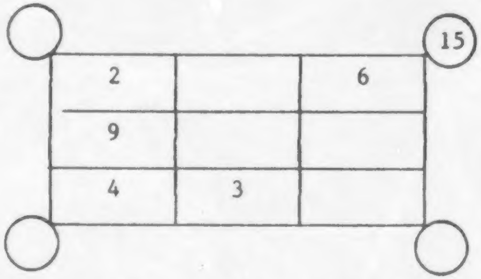
Materials:

Procedure(s):

- Have students role play different situations, such as communicating only by using the hands, writing only, using no hands nor talking, or using body language only.
- Ask the group how important they think language is in order to communicate.

Variation:

- Teach a math lesson to the class without verbalizing.
- Put the problem on the chalkboard and point to each specific step desired. Point to students to come to the chalkboard to fill in missing areas. Use head gestures to note if answer is correct.



2		6
9		
4	3	

Note: In magic squares each column, row and diagonal have the same sum.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows education of the young occurs in every society. B. The student values the exchange of ideas.

State Goal	2,6
District Goal	
Program Goal	1,2,3,7

Related Area(s)

Suggested Activities: Grade(s) 6	Suggested Monitoring Procedures	Possible Resources
Title: Teach Me? Group size: individual Materials: reference books Procedure(s): • Ask students what ways society has for passing on information to keep the society or culture going? (Students will respond with answers such as education, story telling, showing, demonstration.) • Make a list of the ideas and group similar responses. • Give each student a specific country or group to research. • The student is to write about the education of children in the area of study assigned.	Teacher will give a series of questions for study such as toilet training, family relationships, and formal training.	Encyclopedias Library reference material District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows people express their cultural beliefs through literature, drama, music, dance, art, and religion. B. The student knows the arts and humanities as expressed in his/her own culture and other cultures.

State Goal	4,10
District Goal	
Program Goal	2,5,6,7

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Art and Culture
Group size: class
Materials: films, chalkboard or overhead

Procedure(s):

- Inform students that you are going to show a series of films about people that should depict how cultural beliefs are expressed in a number of ways.
- Have students jot down the number of ways they see shown in the films.
- On the chalkboard or overhead, list the film and then have students identify how the people shown express cultural beliefs, i.e. literature, drama, music, dance, art and religion.

Suggested Monitoring Procedures

Ask student to name several peoples and give examples of how they express their cultural belief.

Possible Resources

Films:

INDIAN ART OF THE PUEBLOS	13 min
INDIAN ARTISTS OF THE SOUTHWEST	20 min
NORTHWEST INDIAN ART	11 min
SOUTHWEST INDIAN ARTS AND CRAFTS	13 min
MAYAN MYSTERY	18 min
SCANDINAVIA: The Rewards of Excellence	18 min
TINIKLING: The Bamboo Dance	17 min
DAWN HORSE, THE	18 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: World Cultures

SPECIFIC AREA: Cultures and Change

Page	Suggested Grade Placement	District Placement			
	6	4	5	6	7

The student knows:

- change is continuous, inevitable, and variable.
- cultural changes occur in response to external and internal forces.
- different societies view change and the passage of time in different ways.
- although no society or social system is completely static, resistance to change and rate of change are affected by strong traditions.
- technological changes have a great impact on cultures--some positive, some negative.
- conflict is a part of every society.
- peaceful methods of conflict resolution are important for the preservation of societies and the world.
- the trend toward urbanization around the world has increased social problems.

The student is able to:

- select main ideas and supporting facts.
- identify bias.
- distinguish facts from value statements.
- identify assumptions.
- evaluate information using criteria.
- use many kinds of reference material.
- use a problem solving model.
- outline information.
- use notes to organize information.
- give credit for quoted material.
- use map and globe skills to gather information about a topic.

The student values:

- the peaceful solution to problems.

Suggested Objective Placement 6

State Goal	2,8,7
District Goal	
Program Goal	7,4,1

Student Learning Objective(s) A. The student knows change is continuous, inevitable and variable. B. The student knows although no society or social system is completely static, resistance to change and rate of change are affected by strong tradition. C. The student is able to select main ideas and supporting facts.

Related Area(s)

Suggested Activities: Grade(s)

Title: DR. SEUSS ON THE LOOSE
Group size: entire class
Materials: film: DR. SEUSS ON THE LOOSE

Procedure(s):

- Show film. The film emphasizes the following three points:
  The pressure to conform.
  The inevitability of change.
  The resistance to try something new.
- List on the chalkboard these three points and show the film.
- Discuss with the students the incidents in the film that show these characteristics of society and list them on the blackboard under the correct section.

Variation:

- Discuss the subject of change with the class. Ask them why change is difficult or why change does not come about more rapidly.
- List the reasons the students give on the chalkboard.
- Show the film.
- Compare their list with the one from the film.

Suggested Monitoring Procedures

Have the students give examples of how tradition hampers change.

Possible Resources

Film:

DR. SEUSS ON THE LOOSE

District Resources

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows cultural changes occur in response to external and internal forces. B. The student knows different societies view change and the passage of time in different ways. C. The student knows although no society or social system is completely static, resistance to change and rate of change are affected by strong traditions.

Related Area(s)

State Goal	1,4,7
District Goal	
Program Goal	4,2,5, 1,3

Suggested Activities: Grade(s) 6

Title: The Wall
Group size: class divided into two groups
Materials: cardboard boxes, gray paint, black magic markers

Procedure(s):

- Paint boxes gray, then using magic markers, draw lines making painted boxes look like stone.
- Stack boxes through the middle of the room, splitting the group into two sections.
- For one week, one section (1/2 room) will represent Eastern bloc nations; the other half will represent Western bloc nations. Those in the east will be monitored very strictly for their actions --"no talking out without raising hands, face always turned front, etc." Punishment will be strict and fast. After the end of one week, change sides. The Western bloc will be treated as normally as the class is treated.
- This activity should demonstrate the difference between two societies.
- Let students determine roles and punishment. Caution: The teacher should have veto power over rules and punishment.

Suggested Monitoring Procedures

Possible Resources

Film:

EASTERN EUROPE SERIES

WESTERN EUROPE SERIES

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows conflict is a part of every society.

B. The student knows peaceful methods of conflict resolution are important for the preservation of societies and the world.

State Goal	1,2
District Goal	
Program Goal	4,7

Related Area(s)

Suggested Activities: Grade(s)

Title: Resolving Conflict
Group size: entire class
Materials:

Procedure(s):

- Explain to the students that you are going to describe several different situations and they are to imagine they are in the situation. As you describe the situations, ask the students to mentally think about the decision they would make in each situation.
  - Your mother asked you to come home after school to watch your younger brother.
  - Your teacher asked you to stay after school to help paint flats for a play.
  - Several of your friends asked you to meet them for ice cream after school--their treat.
- Explain to the students that all of these situations happened the same day. What decision did they make?
- Have the students think about their decision and how they made it.
- Have each student explain to class his/her decisions.

Suggested Monitoring Procedures

Have students identify some conflicts in our society that have been peacefully resolved. E.g. city council policies, neighborhood disagreements, labor disputes.

Possible Resources

Fielder, Wm. R., Inquiring About Cultures, N.Y., Holt, Rinehart and Winston 1976

District Resources

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows conflict is a part of every society.
B. The student knows peaceful methods of conflict resolution are important for the preservation of societies and the world.

State Goal 1,2
District Goal
Program Goal 4,7

Related Area(s)

Suggested Activities: Grade(s)

Suggested Monitoring Procedures

Possible Resources

Title: Decisions, Decisions
Group size: entire class
Materials:

Procedure(s):

- Ask students to help you make up a list of present day conflicts in our society, e.g. environment, pollution, strip mining, energy, defense.
- List these on the chalkboard and group where needed.
- Under each conflict, list some of the opposing points of view and the groups proposing each. E.g.

Environment

Pro - Sierra Club	Con - Oil Companies
Must save the land and the resources for future use.	We need energy now, our economy depends on development.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows conflict is a part of every society.

B. The student knows peaceful methods of conflict resolution are important for the preservation of societies and the world.

State Goal	1,2
District Goal	
Program Goal	4,7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: War or No War Group size: entire class Materials: chalkboard Procedure(s): • Ask the class what they think causes wars. List the responses on the chalkboard grouping similar responses. E.g., greed, power, land, food, overpopulation. • Ask students if they have any ideas on how wars can be avoided. List the responses on the chalkboard also. • Note: There are no right or wrong answers. • From the responses, assist the students in coming to closure on whether or not wars can be prevented. • Ask students to identify some ways, ideas or institutions that have been set up to solve conflict short of war, e.g. United Nations, arbitration (unions).		Gallant, Ruth, et. al., *Cultures*, New York, American Book Company, 1979 **District Resources**

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Suggested Objective Placement 6

Student Learning Objective(s) A. The student knows the trend toward urbanization around the world has increased social problems. B. The student is able to recognize content of different publications.

Related Area(s)

State Goal	1,6
District Goal	
Program Goal	1,2,3,4

Suggested Activities: Grade(s) 6

Title: Long Hot Summer
Group size: entire class
Materials: newspapers-daily and weekly, wall chart

Procedure(s):

- Have students skim the newspapers for evidence of current social problems, e.g. burglary, robbery, murder, racial disturbance.
- List the newspapers, location and size of community. Classify the communities as urban or rural.
- Under the name of each community clip out the lead title of the social problem and tape it in the appropriate area.
- Ask students to use the charts to answer questions such as
  - Where are there more social problems as shown on the chart?
  - Why do you think more social problems arise in urban areas?
- Discuss the idea of per capita and explain that there are social problems in smaller communities, too, and sometimes there are actually more, on a per capita basis, than in a larger community.
- Contrast the reporting of social problems in large and small communities as evidenced in the paper.
- Suggest that newspapers have different policies on reporting the news--some headline the social problems more than others.

Suggested Monitoring Procedures

Assist students in discerning social problems that arise because of urbanization.

Possible Resources

Film:

DEHUMANIZING CITY, THE
15 min
ESD 121 Film Library

District Resources

SMALL SCHOOLS

STUDENT LEARNING OBJECTIVES

Grades 7 - 8

SOCIAL STUDIES

MAY 1981

This is a publication of the Instructional and Professional Services Division of the State Superintendent of Public Instruction, Olympia, Washington.

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INTRODUCTION

The Small Schools Project Objectives and Curriculum for Social Studies were developed during the 1980-81 school year through the cooperative efforts of three levels of educational organization; six King and Pierce County school districts, Educational Service District 189 and Superintendent of Public Instruction. Funds were provided through Title IV C with ESD 189 providing in-kind services.

Process Procedure. ESD 189 personnel and selected curriculum specialists first identified objectives in Social Studies to serve as a basis for a goal based curriculum. A cadre of teachers from the six consortium schools (Carbonado, Eatonville, Lower Snoqualmie, Orting, Steilacoom Historical, and White River) then proceeded to use the objectives list as a base for curriculum development. The objectives listed in this document represent the final product of the curriculum specialists and classroom teachers. The third phase involved the classroom teachers writing activities to accompany the objectives. This curriculum will be published in separate curriculum guides, i.e., 4-6, 7-8, 9-12, (K-3 was published in 1977).

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading--green, Language Arts--yellow, Mathematics--blue, SOCIAL STUDIES--BUFF and Science--pink. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objectives. See pages vii and viii of this book for a more detailed explanation of the format. On that objective page all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This law requires districts to identify student learning objectives grades nine through twelve in the area of language arts, reading and mathematics and initiate implementation of such a program on or before September 1, 1981.) School districts are required by 1986 to have developed student learning objectives for all other courses of study. *The Superintendent of Public Instruction developed a timeline for the orderly development and implementation of Student Learning Objectives to carry out the law. The timeline shows that physical education and social studies are to be implemented by 1983.

The approach of the Small Schools Project Consortium was first to develop a curriculum, K-12 Physical Education and 4-12 in Social Studies, using a goal base model. Thus, the objectives contained in this book, although they may be helpful in meeting the intent of the law, were really designed as instructional objectives and not specifically for the SLO Law. The consortium also made a decision to develop a taxonomy of objectives for each discipline. Contained within this book are many more objectives than any district would choose to identify as their SLO objectives.

SOCIAL STUDIES CURRICULUM ACTIVITIES
Grades 4-12

Users of the Small Schools Social Studies Curriculum guides grades 4-12 should note that the activities are written by teachers representing small school districts. The activities are written with the idea of not duplicating a text but rather to develop a present game, simulation or an activity to carry out the objectives. This is done with the premise that schools normally have a basic text and the activities are merely to supplement or extend the text.

Only a few activities were written with the hope they would stimulate teachers to create additional activities. Also, the activities were written over a space of only a few months in order to meet state deadline for printing purposes.

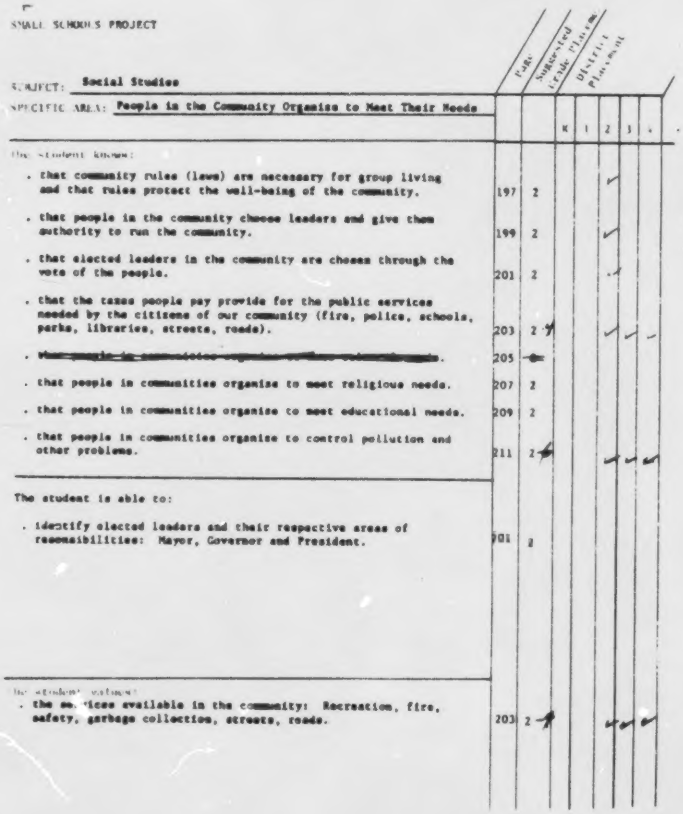
---

*See "Guide to the Student Learning Objectives Law," RCW 28A.58.090 SPI, Olympia, Washington 98504.

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to assist districts in personalizing the curriculum to meet their own educational program needs.

The format pages contained within this book list the sequence of student learning objectives in the specific curriculum area of social studies. On each page broad grade placements have been recommended indicating where the objectives should be taught, i.e. 4-6, 7-8, and 9-12. Grade recommendations are made with the understanding that they apply to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the local district curriculum. The columns may also be used to indicate where an objective is introduced (I), practiced (P), reinforced (R), or mastered (M) within a district curriculum. An objective may be deleted by striking it from the list or another objective may be added by writing it directly on the sequenced objective page.



SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: People in the Community Organize to Meet Their Needs

	Page	Suggested Grade Placement	K	1	2	3	4
The student knows:							
. that community rules (laws) are necessary for group living and that rules protect the well-being of the community.	197	2			✓		
. that people in the community choose leaders and give them authority to run the community.	199	2			✓		
. that elected leaders in the community are chosen through the vote of the people.	201	2			✓		
. that the taxes people pay provide for the public services needed by the citizens of our community (fire, police, schools, parks, libraries, streets, roads).	203	2			✓	✓	✓
. ~~[illegible]~~.	205						
. that people in communities organize to meet religious needs.	207	2					
. that people in communities organize to meet educational needs.	209	2					
. that people in communities organize to control pollution and other problems.	211	2			✓	✓	✓
The student is able to:							
. identify elected leaders and their respective areas of responsibilities: Mayor, Governor and President.	201	2					
The student values:							
. the services available in the community: Recreation, fire, safety, garbage collection, streets, roads.	203	2			✓	✓	✓

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SMALL SCHOOL PROJECT

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, Career Education and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows that elected leaders in the community are chosen through the vote of the people. B. The student is able to identify elected leaders and their respective areas of responsibilities: Mayor, Governor and President.

State Goal	1,2
District Goal	
Program Goal	1,2,6

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Bulletin Board
Group Size: entire class
Materials: bulletin board, pictures of the President, Senators and Congressmen

Procedures:

- Make a bulletin board showing the President, Senators and Congressmen chosen by our parents to go to Washington to make rules for our whole country.
- Encourage students to find pictures of the President, Governor and Mayor in the newspaper.
- Explain that the President is the leader of the U.S.A. and the Governor is the leader of the state, and the Mayor is the leader of the community--city or town.
- Discuss problems which might be city, state or national. Have students decide whether it would be the President, Governor or Mayor's problem.

Title: Guest Speaker
Group Size: entire class
Materials: none needed

Procedures:

- Invite mayor, city council member, legislator to discuss election process and procedures.

Title: Choosing A President
Group Size: entire class
Materials: slips of paper, pencil

Suggested Monitoring Procedures

Given the terms Governor, Mayor, President, etc., the student can give a simple definition (example: that is the leader of our town, state, country, etc.) and relate how that person was chosen.

Possible Resources

Film:
Why We Have Elections, Learning Corporation

District Resources

DEFINITION OF FORMAT TERMS

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcome of an entire area of instruction as mathematics, language arts or social studies.

Student Learning Objectives

The three major types of learning objectives which have been identified are knowledge, process and value objectives.

> Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principles and laws, simple generalizations, similarities and differences, etc.
>
> An example of a Knowledge Student Learning Objective is, "The student knows guide words in a dictionary indicate the first and last words on the page."

Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

SMALL SCHOOLS PROJECT

SOCIAL STUDIES PROGRAM GOALS

1. The student develops basic understandings about human relationships: person to person, person to group, group to group, person to institution contacts and dealings.

2. The student develops an understanding of the ways in which beliefs, values and behavior patterns develop and how they are interrelated in a variety of settings and situations ranging from small groups such as the family to very large entities such as nations and a variety of associations of nations.

3. The student understands basic problems and conflicting values in human relationships and develops skills that would enable him/her to deal with problems and values rationally.

4. The student develops a curiosity for social phenomena as well as the appropriate skills to seek information and use it to explain and influence these phenomena.

5. The student understands how events of the past have influenced the shape of today's forms of human relationships and learns to use past experiences as a viable method to attempt to solve current societal problems.

6. The student develops a basic commitment to the dignity of the individual and the democratic process and demonstrates respect for law and the rights of all individuals as well as one's fulfillment of civic responsibility.

7. The student increases his/her knowledge of academic and social skills which enables him/her to develop a positive self-concept and facilitates the growth of social identify.

SOCIAL STUDIES
SCOPE
(7-8)*

Page

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  Urban Geography 18-22

Grade 8 AMERICAN HISTORY 23-42
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  Creating a New Republic 23
  Building the New Nation 23
  A Nation Torn Apart 23
  Entering a Modern Age 23
  America as a World Power 23
  America and the World Today 24
  Promise of the Future 24

SMALL SCHOOLS PROJECT

SUBJECT: World Geography

SPECIFIC AREA: Physical Environment

Page	Suggested Grade Placement	District Placement			
	7	6	7	8	9

The student knows:

- that human societies have adapted to and made use of the physical environment.
- the nature of the natural resources on which human life depends.
- how people and places are interrelated.
- that physical, cultural and economic factors influence the way land is used in agricultural areas.

The student is able to:

- identify the main features of the earth surfaces.
- name and locate places as they relate to a unit of study.
- construct and use maps, and be able to employ them in geographical work.
- use graphs, climographs, and other visual means of geographical data.

The student values:

- the earth as a unified whole.
- the earth's natural resources.

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Suggested Objective Placement 7

State Goal	1
District Goal	
Program Goal	4

Student Learning Objective(s) A. The student knows the nature of the natural resources on which human life depends. B. The student knows that physical, cultural and economic factors influence the way land is used in agricultural areas. C. The student values the earth's natural resources.

Related Area(s)

Suggested Activities: Grade(s) 7	Suggested Monitoring Procedures	Possible Resources
Title: Shipwrecked **Group size:** large or small **Materials:** none **Procedure(s):** • Ask what your basic physical needs would be to survive on a deserted isle. • List these needs on the board or in small groups...e.g., air, food, sleep, exercise, shelter, clothes, water. • Pick 10 luxurious physical needs. • Analyze deficiencies of just satisfying physical needs. • Ask group(s) what social needs are missing from relationships of other people, e.g., family, friends, goals, learning, thinking, feeling (success, recognition, belonging). • Have students summarize the importance of having both physical and social needs met.	Teacher observation List of natural resources and social needs on which human life depends.	World atlas Films: MAPS OF OUR WORLD 01700 13 min SOUTH AMERICA: Land and People 42381 21 min **District Resources**

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7

Student Learning Objective(s) A. The student is able to name and locate places as they relate to a unit of study. B. The student is able to construct and use maps, and be able to employ them in geographical work.

State Goal	1,10
District Goal	
Program Goal	1,5

Related Area(s)

Suggested Activities: Grade(s) 7	Suggested Monitoring Procedures	Possible Resources
Title: Colorful Animal Find **Group size:** large group, entire class **Materials:** desks in parallel rows, world political map with longitude and latitude lines. **Procedure(s):** • Arrange desks in parallel rows. Vertical rows will be labeled animals and horizontal rows will be labeled colors. • Students identify two classmates by color and animal coordinates. • Hand out world map. • Name latitude lines - animals. • Name longitude lines - color. • Student identifies five countries by color and animal coordinates.	Student will be able to locate five countries by latitude and longitude coordinates. Check to see if students are using longitude and latitude to locate countries as opposed to hunt and miss system.	World atlas Films: MAP SKILLS: Understanding Latitudes 01937 11 min MAP SKILLS: Understanding Longitude 01938 10 min MAP SKILLS: Recognizing Physical Features 01936 11 min ESD 121 Film Library Library **District Resources**

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7

Student Learning Objective(s) A. The student knows that physical , cultural and economic factors influence the way land is used in agricultural areas. B. The student knows that agriculture production depends on physical conditions, cultural preference and availability of land and capital.

Related Area(s)

State Goal	4
District Goal	
Program Goal	1

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Track a Crop **Group size:** individual or large group **Materials:** maps of countries of the world with agriculture production. **Procedure(s):** • List plants that have specific growing needs: pineapple, coconuts, apples, oranges, wheat, rice, sugar cane. • Have students find areas of the world where these plants can be found. • Have students relate the similiarities and differences between areas. • Place the plants on world map in front of the room.	Student oral reports Class discussion Place the plants on world map.	Encyclopedia New Almanac for Agriculture Production. **District Resources**

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7

Student Learning Objective(s) A. The student is able to identify the main features of the earth's surface. B. The student is able to construct and use maps and be able to employ them in geograpical work. C. The student values the earth as a unified whole.

State Goal	1.4
District Goal	
Program Goal	1.7

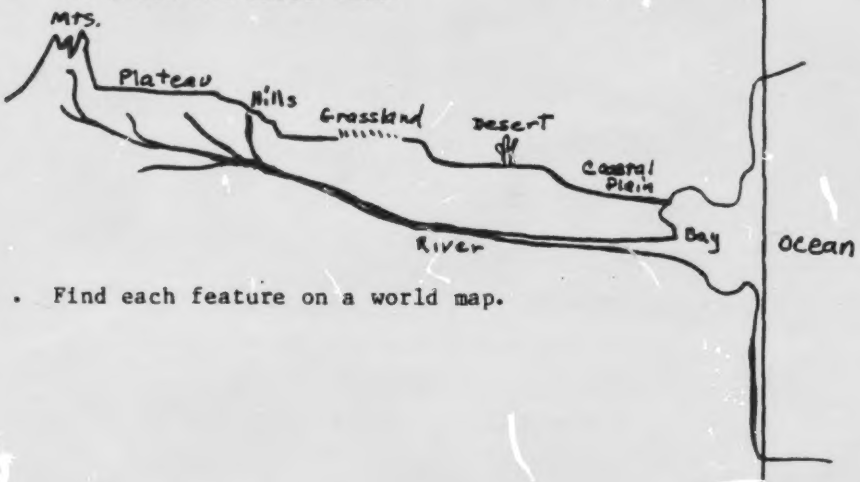
Related Area(s)

Suggested Activities: Grade(s) 7

Title: Construct a Feature
Group size: individual or small group
Materials: large paper, felt pens

Procedure(s):

- Start the lesson by having students name all features of the earth's surface: mountains, deserts, grasslands, plateaus, rivers, bays, lakes, oceans.
- Have students illustrate all main features of the earth and label them.



- Find each feature on a world map.

Suggested Monitoring Procedures

Teacher observation

Teacher evaluation

Possible Resources

Atlas

District adopted text

District Resources

Text book

SMALL SCHOOLS PROJECT

SUBJECT: World Geography

SPECIFIC AREA: Cultural Environment

Page	Suggested Grade Placement	District Placement			
	7	6	7	8	9

The student knows:

- some of the differences between human societies and their social and economic causes and consequences.
- that physical environment affects population movements and distribution.
- common traits in a cultural heritage can be used to distinguish a cultural region.
- social needs upon which human life depends.

The student is able to:

- explain relationships between climate, soil, vegetation, and production.
- identify cause and effect relationships.
- summarize information.
- analyze relationships.
- locate information related to a topic.
- organize information.

The student values:

- the interdependence of people.
- the importance of land-use decisions.
- the social needs of humans.

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the original document was blank

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement ______

State Goal	1,4
District Goal	
Program Goal	4

Student Learning Objective(s) A. The student knows that physical environment affects population movements and distribution.

Related Area(s) World Geography

Suggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources
Title: People and Living Space **Group size:** class **Materials:** moveable desks **Procedure(s):** • Choose a geographical region (county, state, or country) that has an uneven population distribution. • Divide the population of the region by the number of students. Each student will represent X number of people (20,000 i.e.) • Divide the square miles of the region by the number of desks (there should be an equal number of students and desks). • Place desks in the shape of the region (for Hawaii there would be different numbers of desks together to represent the 59 miles of each island.) • Have student sit on the desks in relation to population of the island. (On the two desks representing Oahu, you'd have over 20 students.)	Teacher directs teams that divide square miles. Teacher directs teams that divide population. Teacher directs moving desks into geographical configuration representing region. Students sit on the desks that represent their region. Students discuss the problems of many people in a small area and few people in a large area. Discuss how this effects demand for land, materials livelihood.	Maps Population charts New almanac for up-to-date statistics. **District Resources** Desks Students

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7

Student Learning Objective(s) A. The student knows that physical environment affects population movements and distribution. B. The student is able to explain relationships between climate, soil, vegetation and production. C. The student values the interdependence of people.

State Goal	1,4
District Goal	
Program Goal	2,4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Where are all the People ?

Group size:

Materials: population map, physical geography map, elevation map

Procedure(s):

- Hand out the three maps or show on overhead projection.
- Have students analyze relationships between the three maps.
- State similarities between densely populated places and relationship to land type and elevation.
- Identify causes of over-population and effects of over-population.
- Identify under-populated areas and discuss similarities between them.

Suggested Monitoring Procedures

Teacher observation

Questionnaire on the activity

Possible Resources

World Atlas

District-adopted text

Library

Films:

MAPS OF OUR WORLD	13 min
MAP SKILLS: Recognizing Physical Features	11 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement ________

Student Learning Objective(s) A. The student knows common traits in cultural heritage can be used to distinguish a cultural region.

State Goal	6
District Goal	
Program Goal	2,4

Related Area(s) ________

Suggested Activities: Grade(s) 7

Title: Where Did My Food Come From?
Group size:
Materials: school lunch menu, atlas

Procedure(s):

- Look at the foods on the menu and associate foreign regions and countries to the foods.
- Examples: rice-Asia, Japan; taco, burrito-Central America, Mexico; pizza, spaghetti-Italy, Europe; frankfurter-Germany, Europe; chow mein-China; pigs in a blanket, fish and chips-England, Europe; chili-Mexico, Central America; Lasagna-Italy, Europe; corn-American Indian.
- List and locate on a map the source of the food.
- Have a taste day of each child's favorite cultural dish.

Suggested Monitoring Procedures

Teacher observation

Possible Resources

School lunch menu

Atlas

Film:
HOLD THE KETCHUP 20 min
ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7

Student Learning Objective(s) A. The student knows common traits in a cultural heritage can be used to distinguish a cultural region. B. The student knows several needs upon which human life depends. C. The student values the interdependence of people.

State Goal 6,7
District Goal
Program Goal 3,4

Related Area(s) Economics

Suggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources
Title: To Name a Living **Group size:** class **Materials:** **Procedure(s):** • Show pictures of people engaged in economic activities such as traders, herdsmen, which would set them aside from what their neighbors do for a living. • Show pictures of how people socialize. • Show pictures of ways of earning a living. Assign groups of students books in which there are pictures of ways people earn a living.	Teacher observation Supervise groups	Learning About Countries and Societies, AmBk Co. Ibos p278 Fulanis p274 Socializing: Middle East p255, p222 India, p201 Regions Around the World - Addison Wesley, U.S. Wheat Farmer p183 Aborigines, p156 Greece, p135 Eskimos, p113 Hawaii, p92
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7

State Goal	6,7
District Goal	
Program Goal	3,4

Student Learning Objective(s) A. The student knows common traits in a cultural heritiage can be used to distinguish a cultural region. B. The student knows some of the differences between human societies and their social and economic causes and consequences.

Related Area(s)

Suggested Activities: Grade(s) 7-12

Title: Select a Trait
Group size: large or small
Materials:

Procedure(s):

- List culturally acceptable traits unacceptable in other cultures, e.g.
  Latin Americans hiss to summon waiters.
  Americans hiss the villain.
  German students stomp their feet to show respect for their professor.
  Americans stomp their feet to protest.
  Indians and Pakinstanis never touch each other.
  Americans shake hands (touch), even with strangers.
  Europeans touch and kiss when meeting.
  Indians and Pakistanis shake heads sideways to mean yes.
  Americans shake heads sideways to mean no.
- Have students write two lists, one acceptable; one unacceptable.
- Have students put the common trait in the correct category, e.g.

Trait	Acceptable	Unacceptable
hiss	Latin American	U.S.

Suggested Monitoring Procedures

Teacher observation

Have students write two lists on the board.

Possible Resources

Use pictures

Films

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: World Geography

SPECIFIC AREA: Economic Environment

Page	Suggested Grade Placement	District Placement			
	7	6	7	8	9

The student knows:

- basic economic principles, especially how various people of the world satisfy needs and wants.
- nature and location of industry depends on raw materials, labor and markets.
- that agriculture production depends on physical conditions, cultural preference, and availability of land and capital.

The student is able to:

- explain relationships between surface features, climates, land use, political boundaries, and transportation.
- identify cause/effect relationships as related to basic economic principles.
- summarize information.
- analyze information.
- take notes.
- organize information.
- skim materials to collect information.
- write reports.

The student values:

- the interdependence of resources.
- the prudent use of resources.
- the social needs of humans.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7

Student Learning Objective(s) A. The student knows the basic economic principles, especially how various people of the world satisfy needs and wants. B. The student is able to identify cause/effect relationships as related to basic economic principles. C. The student is able to identify cause/effect relationships. D. The student values the social needs of humans.

Related Area(s)

State Goal 1,7

District Goal

Program Goal 1,2

Suggested Activities: Grade(s)

Title: Bid Em High

Group size: large or 8-10 students

Materials: list of items to be auctioned and play money.

Procedure(s):

- List 10 physical or materialistic items, e.g., stereo, Atari, moto cross bike, motorcycle, horse, 10 speed bike, vacation of your choice.
- List 10 social items, e.g. mother and father say they are proud of you, family spends Christmas together, you get two new friends, you accomplish a goal, you are able to get mom and dad the present they have always wanted.
- Each child receives same amount of money.
- Hold auction.
- Discuss, analyze, summarize the cause and effect relationships as related to basic economic principals as supply and demand.
- Do the same auction for buying Christmas presents for family members.

Suggested Monitoring Procedures

Observation of teacher

Have students write their understanding of supply and demand.

Possible Resources

Project Marketplace, Energy Sources in the Marketplace, Rick Moulden

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7

State Goal	1.6
District Goal	
Program Goal	2.4

Student Learning Objective(s) A. The student knows basic economic principles, especially how various people of the world satisfy needs and wants. B. The student values interdependence of resources. C. The student values the interdependence of people.

Related Area(s)

Suggested Activities: Grade(s) 7	Suggested Monitoring Procedures	Possible Resources
Title: Friendly Isle **Group size:** class **Materials:** **Procedure(s):** • Teacher states: You all live on Friendly Isle. Everyone provides for themselves. List the same number of jobs that can be on the isle as students in class, i.e, fisherman, pineapple gatherer, coconut gatherer, sandalmaker, rice farmer, shrimp gatherer, builder, shirt maker, banana gatherer, hunter. Teacher can put two people at each job. • Students select or draw jobs. • Students barter for goods. • Select one person to provide a mill to grind rice and provide the service of trading post master. • Students will have 100 units of work time or goods to trade. Give students time to trade. Teacher should speak to Independent, Interdependent, Specialization.	Teacher observation Teacher can score points for each unit traded.	Paradise Island, Scott Foresman Film: RESOURCES AND WORLD TRADE 42380 13 min. ESD 121 Film Library **District Resources**

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7

Student Learning Objective(s) A. The student knows nature and location of industry depend on raw materials, labors and markets. B. The student knows that agriculture production depends on physical conditions, cultural preference and availability of land and capital. C. The student is able to explain relationships between climate, soil, vegetation and production. D. The student values interdependence of resources. E. The student values the prudent use of resources. F. The student values the importance of land use discussion.

Related Area(s)

State Goal	4
District Goal	
Program Goal	5,6

Suggested Activities: Grade(s) 7	Suggested Monitoring Procedures	Possible Resources
Title: Build a Super Power **Group size:** small groups or individual **Materials:** world map, globe, climate map, natural resource map, population map, land use map, world shipping routes, world air routes, energy map, agriculture map. **Procedure(s):** • Students write a report on how to build the #1 Super Power by selecting locations, climates, natural resources, land area, population, land use, and military influences and production factors that build the #1 Super Power. • Students write the relationships between all factors in building #1 Super Power. • Students write on agricultural production and its relationship to physical and cultural conditions and availability of land and capital and agriculture's contribution to making the #1 Super Power. • Students create the best location for urban cities and summarize reasons.	Teacher observation	Encyclopedias District-adopted text
		District Resources

Suggested Objective Placement 7

Student Learning Objective(s) A. The student is able to explain relationships between surface features, climates, land use, political boundaries, and transportation. B. The student is able to summarize and analyze information. C. The student is able to take notes. D. The student is able to organize information. E. The student is able to skim materials to collect information. F. The student is able to write reports. G. The student values the contributions that can be made by a city to a region and nation.

State Goal	1,10
District Goal	
Program Goal	1,2,4

Related Area(s)

Suggested Activities: Grade(s)

Title: Cartoon Reports
Group size: large or small
Materials: large tag board, colored pencils, pens or crayons.

Procedure(s):

- Have students make cartoon reports on the country's characteristics, such as transportation, government, products, natural resources, climate, leisure activities, history, national symbols, graphs.

Variation:

- Obtain from a local newspaper used pictures (glossy photographs) on a variety of subjects.
- Have students think up cartoon captions for the pictures.
- Have students make up a story for the picture(s).
- Read the stories to the class or display them with the photo captions.

Suggested Monitoring Procedures

Teacher observation

Possible Resources

Encyclopedias, atlases, articles on countries.

District Resources

Suggested Activities: Grade(s)________

Another Activity:

Title: Comparing Regions
Group size: small or large
Materials: chart paper, reference materials

Procedure(s):

- Have the class divide into groups with each group taking a region (West, East, Middle West, South, etc.). They should identify land use in their region, listing climate, topography and general uses of the land.
- On a large chart put all the regions together showing differences and similarities.

Suggested Monitoring Procedures

Have students list the four major climatic regions.

Have students compare land uses of each region to its climate, e.g., wetlands, deserts, forests, mountains.

Possible Resources

Films:
LIVING IN TROPICAL RAIN
FOREST COMMUNITIES IN COLD
LANDS, EBE
LIVING IN THE DESERT, EBE
LIVING IN WESTERN COASTAL
LANDS, EBE
LIVING ON PLAINS EBE
LIVING IN MOUNTAINS EBE

Filmstrips:
REGIONS OF THE U.S. THE GREAT
PLAINS EBE
REGIONS OF THE U.S. THE
PACIFIC N.W. EBE

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: World Geography

SPECIFIC AREA: Urban Geography

	Page	Suggested Grade Placement	District Placement			
		7	6	7	8	9
The student knows: • site features and locational factors influence city growth. • that there are relationships between urban features and social and economic characteristics of the population. • the role of cities as centers of human activity.						
The student is able to: • compare and contrast urban centers. • interpret aerial photographs and maps. • hypothesize about relationships between urban features and social and economics characteristics of the population. • summarize information from a map. • organize information from a variety of sources. • write a report.						
The student values: • the contributions that can be made by a city to a region and nation.						

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7

Student Learning Objective(s) A. The student knows site features and locational factors influence city growth. B. The student is able to compare and contrast urban centers. C. The student is able to summarize information from a map.

State Goal	1,4
District Goal	
Program Goal	2,3,5

Related Area(s)

Suggested Activities: Grade(s) 7

Title: Where's that City?
Group size: large or small
Materials: four basic undeveloped geographical sites (e.g. mountainous, plains, coast, river confluence)

Procedure(s):

- Ask the student(s) to analyze and synthesize which are the best sites for an urban center.
- Arrange, in order of significance, the four sites and give reasons for their preference.
- Compare and contrast sites with present urban centers and their location.

Suggested Monitoring Procedures

Teacher observation

Students list three reasons for geographical development for urban areas.

Possible Resources

Film:

LAND FORMS AND HUMAN USE
11 min
ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7

State Goal	1,6,7
District Goal	
Program Goal	2,3

Student Learning Objective(s) A. The student knows site features and locational factors influence city growth. B. The student knows the role of cities as centers of human activity. C. The student is able to compare and contrast urban centers.

Related Area(s)

Suggested Activities: Grade(s) 7	Suggested Monitoring Procedures	Possible Resources
Title: To Be or Not to Be Urbanized **Group size:** small groups **Materials:** newspaper, magazines, films **Procedure(s):** • List qualities of your town as opposed to the qualities of the major urban city near you. Such categories as transporation, entertainment, location, population, occupation and career opportunities, cultural influences. • Summarize major differences between rural and urban areas.	Student list major differences. Teacher observation.	Newspaper, magazines Films: CITY I SEE, THE 14 min CITY OF DESTINY: The Tacoma Hotel 20 min CITY, THE 44 min URBAN SYSTEMS 25 min ESD 121 Film Library
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7

Student Learning Objective(s) A. The student knows there are relationships between urban features and social and economic characterisitics of the population. B. The student knows the role of the city as center of human activity.

State Goal	5,6
District Goal	
Program Goal	1,2

Related Area(s) Economics, Language Arts

Suggested Activities: Grade(s) 7-12

Title: Supply and Demand
Group size: large or small
Materials: pictures of market activities in three divergent cities

Procedure(s):

- Show pictures of cities that depict social and economic activities.
- Show a picture of a market in Delhi, India; New York City; and Amsterdam.
- Draw students' attention to the differences and similarities in the merchandise and people.
- Note that items for sale reflect the national produce and are items the consumers could afford. Draw a correlation between the items for sale and how well, or poorly, the consumers are dressed.

Suggested Monitoring Procedures

Display pictures of urban markets.

Students are to list the sale items they recognize.

Student will compare the dress of consumer with items for sale.

Students will discuss how supply and demand are interrelated.

Possible Resources

Pictures of markets
Slides of markets

Kinshasa, Zaire, p225 - Regions Around the World, Addison-Wesley

Peruvian seller, p57
Norway, p253

Nigeria, p277 Learning About Countries and Societies
AmBk Co
Middle East, p209

District Resources

Suggested Objective Placement 7

State Goal	6,7,8
District Goal	
Program Goal	1,5,6

Student Learning Objective(s) A. The student knows the role of the cities as centers of human activity. B. The student is able to compare and contrast urban centers. C. The student values the contributions that can be made by a city to a region and nation.

Related Area(s)

Suggested Activities: Grade(s)

Title: Build a City
Group size:
Materials: cardboard, glue, paint, boxes

Procedure(s):

- Have the students list the physical buildings an urban center needs, e.g., city hall, police station, fire station, unemployment office, bank, grocery store, school, post office, homes, factories.
- Have students list or name the buildings that are not necessary but designed for social needs, e.g., stadium, restaurant, theater, bowling alley, shopping mall, tavern.
- Have students construct buildings that meet physical needs and paint blue.
- Have students construct buildings that meet social needs and paint red.
- Any building having dual purpose, paint white.
- Have students summarize information and organize their city with a land use and zoning plan.

Suggested Monitoring Procedures

Teacher observation

Possible Resources

City Planner

Guest speaker

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: American History

	Page	Suggested Grade Placement	District Placement			
		8	6	7	8	9
The student knows:						
I. SETTLING THE AMERICAS						
• that North America was at first the home of the American Indians, who lived as many diverse cultures.						
• that North America was explored by several European countries and permanent settlements were established.						
• why settlement occurred.						
II. CREATING A REPUBLIC						
• knows the values and beliefs that influenced American colonists.						
• that the British Colonies achieved independence and established a government founded on democratic principles.						
• the formation and structure of the Constitution.						
III. BUILDING THE NEW NATION						
• the major problems that confronted the new Republic in its early years.						
• the growth and development of the nation and the impact of the westward movement on the people who settled the frontier.						
IV. A NATION TORN APART						
• the major causes and events of the Civil War period.						
• the various methods employed to restore the South to the Union during reconstruction.						
V. ENTERING A MODERN AGE						
• democracy took a new focus toward women, minorities and various social classes.						
• the influence that the industrialization and urbanization of the United States had on the development of the nation.						
• the development of various reform movements throughout our country's history.						
• the rapid change in social, economic and political conditions in the twentieth century.						
VI. AMERICA AS A WORLD POWER						
• the causes, events and results of the two world wars.						
• the United States development as a world power.						
• the highlights of the domestic scene during the 1920's and 1930's.						

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SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: American History

Page	Suggested Grade Placement	District Placement			
	8	6	7	8	9

VII. AMERICA AND THE WORLD TODAY
- the history and contributions of minorities and women within our pluralistic society.
- the major issues challenging our nation in the future.
- that Americans have been influential in bringing about change in other parts of the world.

VIII. PROMISE OF THE FUTURE
- that our society will continually face the challenge of making America a better place to live.

The student is able to:

- identify and locate the states and major cities in the United States.
- identify the main geographic features of the United States.
- read and interpret graphic and visual aids.
- use data to make inferences about historical events.
- interpret historical documents.
- identify and evaluate points of view.
- place important events into chronological perspective.
- participate in a representative democracy within the classroom environment.
- make simple outlines and summaries.
- write a short (3-5 page) report.

The student values:

- the study of American History.
- the feelings of loyalty, pride and responsibility in our country.
- our environment and the proper utilization of out nation's natural resources.
- the rights and responsibilities which American citizens enjoy.
- the opportunity of the individual to pursue a better future for our society.
- the diversity and the similarities that exist among the peoples of the United States.
- the spirit demonstrated by Americans throughout history.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 8

Student Learning Objective(s) A. The student knows that North America was at first the home of the American Indians who lived in many diverse cultures.

State Goal	1,3,6
District Goal	
Program Goal	2,5

Related Area(s)

Suggested Activities: Grade(s) 8	Suggested Monitoring Procedures	Possible Resources
Title: The Native American **Group size:** small groups and individually **Materials:** Native American curriculum Units: General Information Coastal Culture Area Plains Culture Area Desert Culture Area Woodland Culture Area The Way It Is Today **Procedure(s):** • Follow kit instructions as outlined for each unit.	Monitor as per kit instructions.	Native American Curriculum Units - Highline Public Schools 15675 Ambaum Blvd. S.W. Seattle, WA 98166 District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 8

Student Learning Objective(s) A. The student knows that North America was at first the home of the American Indians who lived in many diverse cultures. B. The student is able to write a short report. C. The student values the diversity and the similiarities that exist among the peoples of the United States.

State Goal	1,3,6
District Goal	
Program Goal	2,5

Related Area(s) Home Economics - Language Arts

Suggested Activities: Grade(s) 8

Title: I Am What Was

Group size: entire class (individually and together)

Materials: map of North American Indian tribal lands, encyclopedia, films, old bedsheets, scissors, thread and needles.

Procedure(s):

- Note: This activity is planned for four days.
- Day 1: Show films and have students choose which tribe they will represent.
- Day 2: Research. Students are to find out as much as possible about their tribe, its distinguishing characteristics, clothing, language and needs. This is to be presented in a one to three page report which concludes with a drawing of a typical costume.
- Day 3: Students are to make a costume of their tribe to wear the next day.
- Day 4: In costume, the class is to meet as a council, perform dances and/or songs, and discuss what most concerns their tribe and what distinguishes it from others.

Suggested Monitoring Procedures

Grade papers on completeness and accuracy.

Observation and guidances by teacher.

Assistance from Home Economics if possible.

Possible Resources

Films:

THE INDIANS (Xerox 1970)

INDIAN CULTURES: FROM 2000 BC TO 1500 AD - 18 minutes.

NATIVE AMERICAN SERIES Journal 1976, ESD 121

AMERICAN INDIANS BEFORE EUROPEAN SETTLEMENT 01161 Color - 11 min - ESD 121

HAD YOU LIVED THEN - LIFE IN WOODLANDS BEFORE THE WHITE MAN CAME - 12 min - 02027 ESD 121

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 8

Student Learning Objective(s) A. The student is able to identify and evaluate points of view. B. The student knows that North America was at first the home of the American Indians who lived as many diverse cultures. C. The student values our environment and the proper utilization of our natural resources.

Related Area(s)

State Goal	1,3,6
District Goal	
Program Goal	2,5

Suggested Activities: Grade(s) 8-12

Title: Split Second Decisions
Group size: entire class
Materials: text, library resources

Procedure(s):

- Have students research a specific area of study, eg., the demise of the American Indian culture.
- Note: (Two to three days of preparation will be permitted on an individual basis. Two days minimum of additional teacher lecture, discussion presentation will also be covered).
- Have students assimilate all of their materials into a chronological outline, eg., the early days of the Indian life in North America to the intrusion of the white man, to the breakdown of their culture by the white man.
- Have the teacher take two days to ask questions which the students must answer with split second decisions.
- Note: The questions will have point value ranging in worth from 1 to 5 points. Students may chose a question of any point value they desire.
- Students will total points received over a two day period.
- Students will not use outline for answers.
- After the two day period, students will turn in outlines. Their grade will include the points earned in the oral questioning.

Suggested Monitoring Procedures

Grading criteria:

Students receive points for "split second decision" answering.

Students receive points or letter grade for outline turned in.

Possible Resources

U.S. History text

Library resource center

Instructors lecture material

Film: DISCOVERING AMERICAN INDIAN MUSIC, 70923
col 24 min ESD 121

AMERICAN INDIANS BEFORE EUROPEAN SETTLEMENT 01161
col 11 min

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 8

Student Learning Objective(s) A. The student knows the values and beliefs that influenced American colonists. B. The student knows that the British Colonies achieved independence and established a government founded on democratic principles. C. The student is able to use data to make inferences about historical events.

Related Area(s)

State Goal	1,3
District Goal	
Program Goal	5,6

Suggested Activities: Grade(s) 8

Title: A Boston Newspaper: April 20, 1775
Group size: individuals or teams of two
Materials: 18"x24" sheets of paper, rulers and long straight edges

Procedure(s):

- Explain project and show sample newspaper. Discuss possible subject matter for newspaper, e.g. news stories about Revere's ride and battles at Lexington and Concord, imaginative but realistic local news stories, editorials, letters to the editor, and a women's page.
- Explain newspaper format, news writing style, layout and drafting procedures (use large, hand lettered script).
- Outline specialized tasks for each team member. Some specific tasks are as follows:
  - Story writing (usually each team mate must write one factual story).
  - Story editing.
  - Layout (one student begins on actual draft using finished material while another keeps creating new copy. This eliminates the bottleneck of two students having to write on one paper during the last stages of the project).
  - Artwork ("Photography")

Suggested Monitoring Procedures

Criteria for grading:

1. Historical accuracy of factual news stories.
2. Extent to which paper realistically portrays the events, lifestyle and attitudes of the era.
3. The degree to which paper simulates the style and appearance of a contemporary newspaper.

A reasonable quantity to expect is one page per person in a week to ten days. This entails 5 full class sessions plus 6-10 student hours of outside work.

Possible Resources

Compile a project classroom library containing assorted history textbooks and pertinent reference and non-fiction books from the school library.

Film: COLONIAL AMERICA IN THE 18th CENTURY
40627 col 17 min
ESD 121

COLONIAL AMERICA: The Beginnings - ESD 121
70982 col 25 min

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 8

State Goal	1,4
District Goal	
Program Goal	5,6,7

Student Learning Objective(s) A. The student knows that the British Colonies achieved independence and established a government founded on democratic principles. B. The student is able to place important events into chronological perspective. C. The student values the feelings of pride, loyalty and responsibility in our country.

Related Area(s) Any historical era, questioning tactics, group cooperation

Suggested Activities: Grade(s) 7-12

Title: Name That Patriot (game)

Group size: two or three groups of 3-10 people

Materials: none

Procedure(s):

- Divide students into groups and have each group select a spokesman.
- Have students prepare a master list of patriots, drafters of constitution, etc., for later reference and memory cuing.
- Teacher selects a patriot but tells no one of his identity.
- Spokesmen for each group bid for a chance for the group to try to discover identity of patriot. (Bid is won by group which agrees to try to discover the patriot's identity using fewest number of questions asked of the teacher).
- After bid is won, group members confer to prepare questions which narrow down the possible identity of the patriot. Spokesman is the only one to ask the teacher questions.
- If group fails, opposing group has one question to try to ascertain the identity.

Suggested Monitoring Procedures

Possible Resources

District adopted text
Historical references

Films:

CONSTITUTION, THE: The Compromise That Made a nation -- 70805 col 27 min ESD 121

WASHINGTON'S FAREWELL 41306 Col 15 min ESD 121

JOHN ADAMS -- 70555-70556 50 min. ESD 121

District Resources

Suggested Objective Placement 8

Student Learning Objective(s) A. The student knows the formation and structure of the Constitution. B. The student knows the major problems that confronted the new Republic in its early years. C. The student values the rights and responsibilities which American citizens enjoy.

State Goal 1,5

District Goal

Program Goal 5,6

Related Area(s)

Suggested Activities: Grade(s) 8-11

Title: Government and Its Constitution
Group size: groups of 4-5 people
Materials: U.S. History text

Procedure(s):

- Divide the class into five or six groups of four to five students per group.
- Each group will be responsible for researching and interpreting a certain part of the constitution and/or the Bill of Rights.
- The group will have three days to prepare to present an oral presentation on the interpretation of the specific area chosen.
- Each group member will be responsible for an oral presentation to the class.
- Each student will be able to apply current newspaper articles or case studies to his/her area of constitutional study.

Suggested Monitoring Procedures

Grade students on their presentations.

Possible Resources

U.S. History text

Government or Constitutional resource books.

Films:
CONSTITUTION - Series of films on the Bill of Rights and the Constitution
- located in ESD 121 film library.

Current newspapers and news magazines.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 8

Student Learning Objective(s) A. The student is able to participate in a representative democracy within the classroom environment. B. The student knows the formation and structure of the constitution.

State Goal	1,5
District Goal	
Program Goal	5,6,7

Related Area(s) Civics

Suggested Activities: Grade(s) 8	Suggested Monitoring Procedures	Possible Resources
Title: National Politics--School Elections **Group size:** entire school **Materials:** none **Procedure(s):** • Student elections simulate federal elections. System includes political parties, states (home rooms), electoral college, party caucuses, campaigning, conventions, ballots, installation of elected officials. • Note: teachers must have basic knowledge of the federal elections.	Home room teachers implement program.	Local party officials Sample ballots Film: UNITED STATES ELECTIONS: How We Vote 40920 col 13 min. ESD 121
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 8

Student Learning Objective(s) A. The student knows the major problems that confronted the new republic in its early years. B. The student knows that North America was explored by several European countries and permanent settlements were established. C. The student values the spirit demonstrated by Americans throughout history.

Related Area(s)

State Goal	1,3,5
District Goal	
Program Goal	5,6

Suggested Activities: Grade(s) 8

Title: Radio News: "Rebellion in the West"

Group size: individuals or groups of two to four.

Materials: one tape recorder for the class and cassettes for each group.

Procedure(s):

- Have groups write scripts for a radio news show theoretically presented during the Whiskey Rebellion, or any historical time period.
- Have students practice scripts and then record them. (Programs include other related "news" stories that might occur at that time. Also, time is compressed so as to include other events which happened in the same era.)
- Finally, advertisements, songs, and human interest stories are included to encourage students to analyze and present other cultural phenomena of the period.
- Have the news stories presented to the total class.

Suggested Monitoring Procedures

Structure project by requiring detailed scripts before recording session occurs.

Possible Resources

Project library (compiled specially for project).

District adopted text

Film: DEBT TO THE PAST: Government and Law (Rev.) 41885 Col - 15 min - ESD 121

District Resources

Suggested Objective Placement 8

Student Learning Objective(s) A. The student knows the growth and development of the nation and the impact of the westward movement on the people who settled the frontier. B. The student is able to identify the main geographic features of the United States. C. The student values the spirit demonstrated by Americans throughout history. D. The student values the opportunity of the individual to pursue a better future for our society.

Related Area(s)

State Goal	1,4
District Goal	
Program Goal	2,5

Suggested Activities: Grade(s)

Title: Move-Counter Move

Group size: individuals vs individuals or groups.

Materials: historical references

Procedure(s):

- Each individual or group begins a period of U.S. development or westward relocation with a specific goal in mind. Students read about actual accounts and write a realistic account of a journey.
- At any time papers are exchanged with opponent. Opponent then provides an obstacle to the travelers which simulates actual events in history, e.g., Indian attack, fever outbreak, food shortage.
- Papers are returned and move is resumed, perhaps changing destination. (This forces students to research potential scenarios and react to surprise events.)

Suggested Monitoring Procedures

Evaluate papers for realism and similarity to actual events.

Possible Resources

District adopted text

Fiction/non fiction historical books

Films: WESTWARD MOVEMENT, THE

1.	Settlers of the Old N.W. Territory	15 min
2.	Settlement of the Mississippi Valley	16 min
3.	Settling of the Great Plains	17 min
4.	Texas and the Mexican War	
5.	Gold Rush	18 min
	EBEC	ESD 121

District Resources

Suggested Objective Placement 8

State Goal	1,3
District Goal	
Program Goal	5,6

Student Learning Objective(s) A. The student knows the major causes and events of the civil war period. B. The student is able to interpret historical documents. C. The student is able to read and interpret graphic and visual aids.

Related Area(s)

Suggested Activities: Grade(s) 8-12

Title: Battle Graphics
Group size: individuals or teams of two people
Materials: 18"x24" poster paper; paints, colored markers, or crayons.

Procedure(s):

- Students draft one poster which graphically presents the important information about one Civil War battle. Information to be presented includes the battle's geographic setting, troop deployment, reasons for the battle, prominent personalities involved in the battle, and outcome.
- Students first design their own mode of portraying the geographic setting. This can be either realistic or schematic.
- Superimposed over the geographic graphic, students portraying information about troop deployment, using creative means.
- Have students draw a portrait or create a symbol to represent each of the major personalities of the battle. This, plus a written description of the characters' role in the battle is superimposed over the poster.

Suggested Monitoring Procedures

Observation and assistance as needed.

Possible Resources

District adopted text
Historical references (non-fiction and fiction).

Film: CIVIL WAR, THE: A House Divided
70981 col 25 min
ESD 121

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 8

State Goal	1
District Goal	
Program Goal	5,6

Student Learning Objective(s) A. The student knows the causes, events and results of the two World Wars. B. The student is able to interpret events from the perspective of multiple causation and place important events in historical perspective.

Related Area(s) Any historical topic involving cause and effect

Suggested Activities: Grade(s) 8-12

Title: Cause and Effect
Group size: any number of groups, 2-8 students
Materials: sets of event cards, strips of adding machine paper, pins or tape and wall space.

Procedure(s):

- Teacher distributes matching sets of 8'x10' cards on which is printed a brief description of an event. Also distribute rolls of adding machine paper. Cards are in random order.
- Members of each group arrange the cards into a cause-effect sequence. After group has discussed the sequence of the cards, they must print an explanation of the relationship between each event on the strips of paper.
- Each group then prepares a wall graphic consisting of the cards connected by the explanation strips to create an integrated strand of cause and effect.
- Students compare the strands and discuss and justify their group's presentation.

Suggested Monitoring Procedures

Teacher observes group casually and encourages diverse viewpoints and non-linear arrangements of events (multiple causation)

Possible Resources

District adopted text

Fiction/non-fiction books

District Resources

Library

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 8

Student Learning Objective(s) A. The student knows the highlights of the domestic scene during the 1920's and 1930's. B. The student knows the history and contributions of minorities and women within our pluralistic society. C. The student is able to write a short (3-5 page) report. D. Student values the feelings of loyalty, pride, and responsibility in our country. E. Student values our environment and the proper utilization of our nation's natural resource. F. Student values the diversity and the similarities that exist among the people of the U.S.

Related Area(s)

State Goal	1
District Goal	
Program Goal	5,6

Suggested Activities: Grade(s) 8

Title: Research Writing
Group size: entire class
Materials: text, pencils, papers

Procedure(s):

- Give students three events of political, cultural, or ethical significance dealing with a certain time period, e.g. 1920's - 1930's.
- Students are to show a cause and effect relationship between these three events. An example of the three events could be a) post WWI values, b) Roaring Twenties, c) Great Depression.
- Students, in showing the relationship or significance of one event to the other will construct a three page essay.

- Variation:
  Show a series of films on the Twentieth Century 1918-38, then give students three events to report on during the time period.

Suggested Monitoring Procedures

Grading of paper

Possible Resources

U.S. History text

High School library

Films:
DUST BOWL, THE
GOLDEN TWENTIES
LIFE IN THE THIRTIES
29 BOOM and 30's
DEPRESSION
WOMEN GET THE VOTE

ESD 121 film library

District Resources

Library

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 8

State Goal	1
District Goal	
Program Goal	5,6

Student Learning Objective(s) A. The student knows the rapid change in social, economic, and political conditions in the twentieth century. B. The student knows democracy took a new focus toward women, minorities and various social classes. C. The student values the study of American History.

Related Area(s)

Suggested Activities: Grade(s) 8-12

Title: Jeopardy

Group size: entire class-groups of 4-6 students

Materials: none

Procedure(s):

- Students are divided into random groups.
- Groups are made up of four to six students.
- Students will chose group spokesman.
- Instructor will write out on chalk board five or more categories with point value in respect to question difficulty.
- Subjects are relative to area of study, e.g., economics, politics, arts, odds and ends, famous people.
- Once category and point value are selected, question is read.
- Group spokesman will select question according to group desire. Once question is read, group will discuss and then the spokesman will give answer that has been decided upon by the group.
- If question is answered correctly, full point value is awarded; if answered wrong, half of value is subtracted.
- If question is answered wrong, the next group has option of answering that question or of choosing a new one.
- Bonus points awarded to winning group.
- Length of activity is the duration of class period.

Suggested Monitoring Procedures

Pre-Test Review

Monitoring will be more specific through test results

Possible Resources

District adopted text

Historical references

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 8

Student Learning Objective(s) A. The student is able to identify and locate the states and major cities in the United States. B. The student is able to identify the main geographic features of the United States.

State Goal	1.4
District Goal	
Program Goal	1.7

Related Area(s) 8th grade Social Studies

Suggested Activities: Grade(s) 8-12

Title: Individual States of the U.S.
Group size: entire class
Materials: maps of the U.S. with individual states, pencils

Procedure(s):

- Students are given 3 pages of maps to study (each page contains one third of the states of the U.S.)
- Students will have a four-week period to learn correct identity of each state with correct spelling of each state name.
- Students will take sectional map test of each section of the U.S. at their discretion during the four-week period.
- Individual map tests will be taken the first five minutes of the class period.
- At the end of the four-week period there will be a test covering the identification and spelling of all 50 states.
- Grading for the three sectional tests and one comprehensive test will be worth one point per state spelled and identified correctly.
- Total point value 100 points. Same procedure can be used, presenting geographic features besides states and cities.

Suggested Monitoring Procedures

By grading of individual sectional tests.

By grading of final tests.

Possible Resources

United States History test

Any atlas with map of U.S.

Film: UNITED STATES GEOGRAPHY
SERIES, THE
ESD 121

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 8

State Goal	1
District Goal	
Program Goal	7

Student Learning Objective(s) A. The student is able to use data to make inferences about historical events. B. The student is able to make simple outlines and summaries.

Related Area(s)

Suggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources
Title: Article Review **Group size:** entire class **Materials:** newspapers, periodicals **Procedure(s):** . Have students read articles in a subject area from current sources, i.e., magazines, newspapers. . Note: Readings may be from old periodicals; if desired, readings come from past times in history. . After reading, have students write an essay or abstract of the article. . Also, have students present an oral summary to the class.	Check outline and summary. Grading of oral presentation - (grading would pertain to students understanding of what he/she has read).	School library News magazines Daily newspapers

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 8

Student Learning Objective(s) A. The student is able to place important events in chronological perspective. B. The student is able to identify and evaluate points of view. C. The student values the study of American History.

State Goal 1

District Goal

Program Goal 2,5

Related Area(s) 8th grade Social Studies

Suggested Activities: Grade(s) 8-(11)

Title: P.A.S. - Presidential Administration Studies

Group size: entire class

Materials: paper, pencils, library resources, U.S. History text

Procedure(s):

- Students are divided into groups of five or six according to class size.
- Each group is assigned a different President's administration or English Monarch to research the policies and decisions of that particular administration/reign.
- A time limit of three days will be set for gathering information with the library available for use at least one day.
- A minimum of three resources are to be used, with a maximum of one encyclopedia.
- Each member of group will be responsible for researching and writing a specific function of the administration as outlined by the instructor.
- Upon completion of research, each group will present material to class orally, with the policies being written out on chalk board or on an overhead projector.
- Material will be presented by a group spokesman.

Suggested Monitoring Procedures

Teacher will evaluate presentations when given orally to the class.

When students are researching, teacher moves around the room answering questions and helping students.

Test or quiz in which the students must state differences or similarities in presidential administration practices.

Possible Resources

School District Library

Public Library

United States history text

District Resources

Suggested Activities: Grade(s)________	Suggested Monitoring Procedures	Possible Resources
• When material is being presented, the remainder of class will take notes that have been put out on overhead or chalk board. • Class will also assume role as press representatives asking questions about administration policies. • Discuss the differences in the administration policies once all have been presented.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 8

Student Learning Objective(s) A. The student is able to write a short (3-5 page) report. B. The student is able to use data to make inferences about historical events. C. The student is able to identify and evaluate points of viewed. D. The student values the study of American history.

State Goal	1,3,5
District Goal	
Program Goal	4,5,6

Related Area(s) U.S. History, World Problems, Sociology, Psychology

Suggested Activities: Grade(s) 8	Suggested Monitoring Procedures	Possible Resources
Title: Today and Tomorrow Group size: any size group (3-7 people) Materials: library-periodical resources, colored poster paper, glue. Procedure(s): • Present eight to ten major problems confronting society in the past or present to students. • Have students divide up into groups according to their interest in one of the problems. • Students of each group are to research and write a paper showing how the problem they chose affects society today and what the future outlook is for the problem. • Also have students construct a collage that will project today's problems into the future.	Grading of paper Grading of collage	Periodicals, newspapers, texts. **District Resources**

SMALL SCHOOLS

STUDENT LEARNING OBJECTIVES

Grades 9 - 12

SOCIAL STUDIES

MAY 1981

This is a publication of the Instructional and Professional Services Division of the State Superintendent of Public Instruction, Olympia, Washington.

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INTRODUCTION

The Small Schools Project Objectives and Curriculum for Social Studies were developed during the 1980-81 school year through the cooperative efforts of three levels of educational organizations; six King and Pierce County school districts, Educational Service District 189 and the Superintendent of Public Instruction. Funds were provided through Title IV C with ESD 189 providing in-kind services.

Process Procedure. ESD 189 personnel and selected curriculum specialists first identified objectives in Social Studies to serve as a basis for a goal based curriculum. A cadre of teachers from the six consortium schools (Carbonado, Eatonville, Lower Snoqualmie, Orting, Steilacoom Historical, and White River) then proceeded to use the objectives list as a base for curriculum development. The objectives listed in this document represent the final product of the curriculum specialists and classroom teachers. The third phase involved the classroom teachers writing activities to accompany the objectives. This curriculum will be published in separate curriculum guides, i.e., 4-6, 7-8, 9-12, (K-3 was published in 1977).

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading--green, Language Arts--yellow, Mathematics--blue, SOCIAL STUDIES--BUFF and Science--pink. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objectives. See pages vii and viii of this book for a more detailed explanation of the format. On that objective page all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This law requires districts to identify student learning objectives grades nine through twelve in the area of language arts, reading and mathematics and initiate implementation of such a program on or before September 1, 1981. School districts are required by 1986 to have developed student learning objectives for all other courses of study. *The Superintendent of Public Instruction developed a timeline for the orderly development and implementation of Student Learning Objectives to carry out the law. The timeline shows that physical education and social studies are to be implemented by 1983.

The approach of the Small Schools Project Consortium was first to develop a curriculum, K-12 Physical Education and 4-12 in Social Studies, using a goal base model. Thus, the objectives contained in this book, although they may be helpful in meeting the intent of the law, were really designed as instructional objectives and not specifically for the SLO Law. The consortium also made a decision to develop a taxonomy of objectives for each discipline. Contained within this book are many more objectives than any district would choose to identify as their SLO objectives.

SOCIAL STUDIES CURRICULUM ACTIVITIES
Grades 4-12

Users of the Small Schools Social Studies Curriculum guides grades 4-12 should note that the activities are written by teachers representing small school districts. The activities are written with the idea of not duplicating a text but rather to present a game, simulation or an activity to carry out the objective. This is done with the premise that schools normally have a basic text and the activities are merely to supplement or extend the text.

Only a few activities were written with the hope they would stimulate teachers to create additional activities. Also, the activities were written over a space of only a few months in order to meet a state deadline for printing purposes.

---

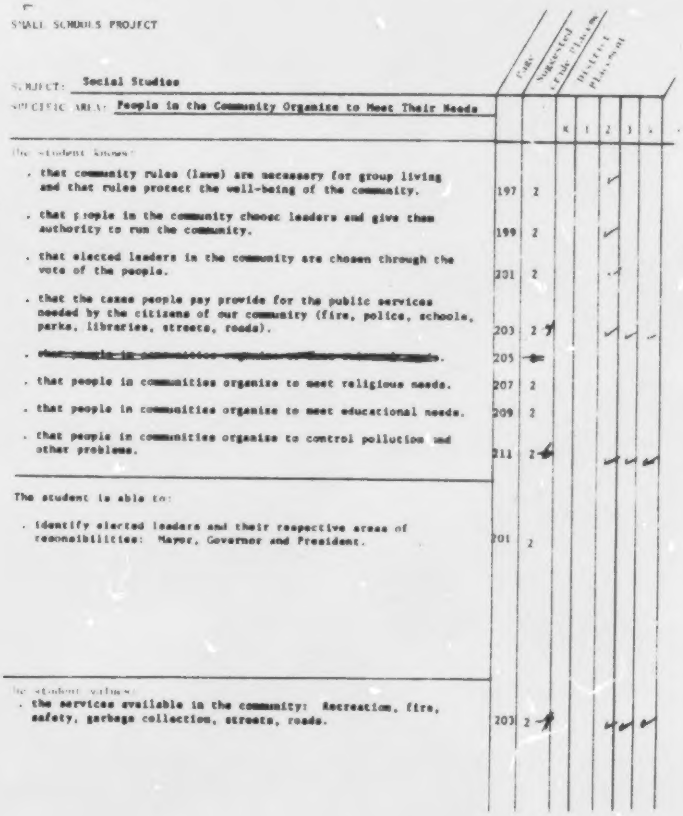
*See "Guide to the Student Learning Objectives Law," RCW 28A.58.090 SPI, Olympia, Washington 98504.

FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to assist districts in personalizing the curriculum to meet their own educational program needs.

The format pages contained within this book list the sequence of student learning objectives in the specific curriculum area of social studies. On each page broad grade placements have been recommended indicating where the objectives should be taught, i.e. 4-6, 7-8, and 9-12. Grade recommendations are made with the understanding that they apply to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the local district curriculum. The columns may also be used to indicate where an objective is introduced (I), practiced (P), reinforced (R), or mastered (M) within a district curriculum. An objective may be deleted by striking it from the list or another objective may be added by writing it directly on the sequenced objective page.



SMALL SCHOOLS PROJECT

SUBJECT: **Social Studies**

SPECIFIC AREA: **People in the Community Organize to Meet Their Needs**

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. that community rules (laws) are necessary for group living and that rules protect the well-being of the community.	197	2			✓		
. that people in the community choose leaders and give them authority to run the community.	199	2			✓		
. that elected leaders in the community are chosen through the vote of the people.	201	2			✓		
. that the taxes people pay provide for the public services needed by the citizens of our community (fire, police, schools, parks, libraries, streets, roads).	203	2 ✓			✓	✓	✓
. [illegible].	205						
. that people in communities organize to meet religious needs.	207	2					
. that people in communities organize to meet educational needs.	209	2					
. that people in communities organize to control pollution and other problems.	211	2 ✓			✓	✓	✓
The student is able to:							
. identify elected leaders and their respective areas of responsibilities: Mayor, Governor and President.	201	2					
The student values:							
. the services available in the community: Recreation, fire, safety, garbage collection, streets, roads.	203	2 ✓			✓	✓	✓

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SMALL SCHOOL PROJECT

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, Career Education and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows that elected leaders in the community are chosen through the vote of the people. B. The student is able to identify elected leaders and their respective areas of responsibilities: Mayor, Governor and President.

State Goal	1,2
District Goal	
Program Goal	1,2,6

Related Area(s)

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources
Title: Bulletin Board Group Size: entire class Materials: bulletin board, pictures of the President, Senators and Congressmen Procedures: . Make a bulletin board showing the President, Senators and Congressmen chosen by our parents to go to Washington to make rules for our whole country. . Encourage students to find pictures of the President, Governor and Mayor in the newspaper. . Explain that the President is the leader of the U.S.A. and the Governor is the leader of the state, and the Mayor is the leader of the community--city or town. . Discuss problems which might be city, state or national. Have students decide whether it would be the President, Governor or Mayor's problem. Title: Guest Speaker Group Size: entire class Materials: none needed Procedures: . Invite mayor, city council member, legislator to discuss election process and procedures. Title: Choosing A President Group Size: entire class Materials: slips of paper, pencil	Given the terms Governor, Mayor, President, etc., the student can give a simple definition (example: that is the leader of our town, state, country, etc.) and relate how that person was chosen.	Film: Why We Have Elections, Learning Corporation District Resources

DEFINITION OF FORMAT TERMS

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, work attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcome of an entire area of instruction as mathematics, language arts or social studies.

Student Learning Objectives

The three major types of learning objectives which have been identified are knowledge, process and value objectives.

> Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.
>
> An example of a Knowledge Student Learning Objective is: "The student knows guide words in a dictionary indicate the first and last words on the page."

Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are though to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."

SMALL SCHOOLS PROJECT

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

SOCIAL STUDIES PROGRAM GOALS

1. The student develops basic understandings about human relationships: person to person, person to group, group to group, person to institution contacts and dealings.

2. The student develops an understanding of the ways in which beliefs, values and behavior patterns develop and how they are interrelated in a variety of settings and situations ranging from small groups such as the family to very large entities such as nations and a variety of associations of nations.

3. The student understands basic problems and conflicting values in human relationships and develops skills that would enable him/her to deal with problems and values rationally.

4. The student develops a curiosity for social phenomena as well as the appropriate skills to seek information and use it to explain and influence these phenomena.

5. The student understands how events of the past have influenced the shape of today's forms of human relationships and learns to use past experiences as a viable method to attempt to solve current societal problems.

6. The student develops a basic commitment to the dignity of the individual and the democratic process and demonstrates respect for law and the rights of all individuals as well as one's fulfillment of civic responsibility.

7. The student increases his/her knowledge of academic and social skills which enables him/her to develop a positive self-concept and facilitates the growth of social identity.

SOCIAL STUDIES
SCOPE
(9-12)

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SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Washington State History & Government

	Page	Suggested Grade Placement	District Placement			
		9	8	9	10	11

The student knows:

I. THE PHYSICAL REALM

- that the climate of Washington is affected by the latitude, ocean, mountains and the prevailing winds.
- the major natural resources of the state.
- the major natural geographic regions and can explain the forces of nature that created them.
- how the environment has affected people's use of the state both in the past and present.
- the economic activities related to the five geographic regions.

II. EARLY HISTORICAL ERA

- that the Native Americans who lived in Washington had a wide variety of cultural patterns.
- that individuals and companies from America and other nations helped to explore, settle and develop Washington.
- some of the major explorers, fur traders, miners and missionaries of Washington State.
- several reasons why settlers came into the region.

III. PROTECTING RIGHTS AND MAKING LAWS

- the needs that a society has for a form of government.
- that conflicts arose among diverse cultural groups because they did not understand each other's culture.
- the development of how the Washington Territory became Washington State.
- the importance of the railroads to the statehood movement.
- realize the struggle minority groups and women had in the pursuit of legal equality.

IV. THE MODERN ERA

- the primary political developments of the 20th century.
- that major industries have had an effect upon population density and the environment.
- the past and present societal problems encountered by minority groups.
- the present make up of the State in terms of population, transportation, economic activity, and career prospects.

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Washington State History & Government (Secondary)

Page	Suggested Grade Placement	District Placement			
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V. GOVERNMENT TODAY

- how the various levels of government that operate in the state are organized, what services they provide, and how citizens can participate in government.
- some of the current problems of local, county and state government.
- the obligations and responsibilities of citizenship.
- the structure of Washington State government.
- the major elective office of the State of Washington.

The student is able to:

- identify and locate the major cities in the State of Washington.
- identify the five natural geographic regions of Washington on a map.
- make a brief (5 minutes) oral presentation.
- read, understand and interpret charts, graphs, cartoons.
- select and use appropriate sources of information.
- determine distance on a map using a mileage scale.
- read and interpet symbols on a map.
- pronounce and spell correctly important state institutions and localities.
- take notes from audio-visual materials.

The student values:

- the state and region by showing an interest and pride in them.
- our state's environment and natural beauty.
- the many contributions different cultural groups have made to our state's development.
- learning about their local history.
- the opportunity of a better future for our region.
- the active involvement and participation of individuals in political and economic affairs.

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Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows that the climate of Washington is affected by the latitude, ocean, mountains, and the prevailing winds. (B) The student will be able to read, understand, and interpret charts, graphs and cartoons.

State Goal	1,5
District Goal	
Program Goal	3,4,7

Related Area(s) Math

Suggested Activities: Grade(s) 9

Title: Climate Graph
Group Size: individuals
Materials: information on high and low temperatures and precipitation of various cities in the state. Graph paper.

Procedure(s):

- Have the students choose a city on each side of the Cascade mountains and prepare a graph of high and low temperatures and precipitation for each day during a period of time. This could be for a week, month or duration. Of course, the student might make a bar graph to show each day's precipitation, if any, and line graphs to show high and low temperatures.
- At the end of the time period, have the students write a report to compare and contrast the two cities.

Suggested Monitoring Procedures

Check daily activity to see that data is being collected systematically.

Possible Resources

Daily newspaper

Weather Bureau

District Resources

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Suggested Objective Placement 9

State Goal	1,10
District Goal	
Program Goal	4

Student Learning Objective(s) A. The student knows the climate of Washington is affected by the latitude, ocean, mountains and the prevailing winds. B. The student is able to select and use appropriate sources of information.

Related Area(s)

Suggested Activities: Grade(s) 9	Suggested Monitoring Procedures	Possible Resources
Title: Washington's Weather Group size: class Materials: World Almanac or any other yearbook, world atlas, globe. Procedure(s): • Have students locate major cities around the world that are the same latitude as Spokane or Seattle. • Have students select four from the total and research and compare the climate of the four places. • Have students write a paper which explains how the climate is similar or dissimilar and why, e.g. mountains, altitude, prevailing winds.	Assist students in locating appropriate materials. Monitor the activity to see that students are meeting the objectives.	Library reference materials **District Resources**

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Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows the major natural resources of the state. B. The student knows the major natural geographic regions. C. The student knows the economic activities related to the five geographic regions. D. The student is able to identify the five geographical regions.

Related Area(s)

State Goal	1,5
District Goal	
Program Goal	4,7

Suggested Activities: Grade(s) 9	Suggested Monitoring Procedures	Possible Resources
Title: Chamber of Commerce **Group size:** entire class **Materials:** text books, library resources promotional pamphlets	Monitor individuals and groups to see how well they are progressing.	Chamber of Commerce and visitors bureaus from various areas in the state.

Procedure(s):

- Have students select one of the five geographic regions of Washington State.
- Have students develop a promotional brochure for their region covering geography, major population centers, economic activities, recreational activities and cultural activities.
- Have students use pictures and illustrations as part of their brochure.
- Have students share their brochures in class.
- This activity could be used once a week over a period of 5 to 6 weeks.

District Resources

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Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows the major geographic regions and can explain the forces of nature that created them. B. The student is able to select and use appropriate sources of information.

State Goal	1,4
District Goal	
Program Goal	4,5

Related Area(s) Art, Math

Suggested Activities: Grade(s) 9	Suggested Monitoring Procedures	Possible Resources
Title: Relief Maps **Group size:** small groups, four or five **Materials:** flower and salt mixture or Plaster of Paris. Research materials. Procedure(s): • Have each group use the paste mixtures to make a relief map of one of the five natural regions of Washington. • Have the students research the geological history of the region including what natural forces helped shape the area. • Have students show their map to the class and give an oral presentation of their research.	Observe groups. Assist groups in selection of materials and sources to do their research.	U.S. Department of the Interior, Geological Survey The Channeled Scablands of Eastern Washington - U.S. Printing Office, 1976 **District Resources**

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows the economic activities related to the five geographic regions. B. The student knows that major industries have had an effect upon population density and the environment.

State Goal	1,4,8
District Goal	
Program Goal	1,4

Related Area(s) Biology, Art

Suggested Activities: Grade(s) 9

Title: Washington's Trees
Group size: individually or small group
Materials: 8"1/2 X 11" stiff paper or tag board, cellophane tape or glue. Tree identification book or pamphlet.

Procedure(s):

- Have students collect specimens of various trees and identify them.
- Have students mount their identified specimens on pages of tag board, label them, and write a short explanation of where the tree grows naturally and commercial value if any.
- Students could also get pictures or make drawings of species not in their locality and include them in the notebook along with a paragraph on the growing region and commercial value of the species.

Culminating Activity:

- Have the students bring their information together for a class discussion. The teacher should supply a map of Washington. The class could then show on the map where the various trees grow. It should be pointed out to the students which communities, on the map, are logging centers and show their proximity to the forests. A discussion of clear cutting and ecological problems like erosion and water polution from erosion should follow.

Suggested Monitoring Procedures

Assist students in selection of trees in the activity as needed.

Possible Resources

Trees of Washington
County Extension Office
Extension Bulletin 440 (free)

Arno, Stephen F.,
Northwest Trees,
Mountaineers Publication,
1977

Local Library

District Resources

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Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows the economic activities related to the five geographic regions. B. The student values learning about his/her local history. C. The student is able to pronounce and spell correctly important state institutions and localities.

State Goal	1,4
District Goal	
Program Goal	5,7

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Slide Show
Group size: small groups or entire class
Materials: camera, slide film, tape recorder

Procedure(s):

- Have students plan and develop a slide presentation on the particular natural region of Washington in which they live.
- Have students write a script, take pictures, and then assemble their slides in an appropriate order to coincide with the script.
- Note: Prior to beginning this project, the class might write to schools in other regions to find someone else interested in a project of this nature. After finishing the slide show they could then trade with another school. This might be done on a local basis rather than a whole region.

Variation:

- Have students write to various cities and counties (Chamber of Commerce as an example) to obtain brochures and pictures of the region they are interested in. The materials can then be put in notebook form to describe and picture the region, its environment, industry and development.

Suggested Monitoring Procedures

Monitor students progress.

Assist students in selection of materials, sources, resources.

Check spelling and pronunciation.

Possible Resources

Chamber of Commerce

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows the economic activities related to the five geographic regions. B. The student is able to read and interpret symbols on a map.

State Goal	1,4
District Goal	
Program Goal	4,5,7

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Dams on the Columbia

Group size: class

Materials: ditto/printed/mimeo map of Washington State. Various texts on Washington State History. Atlas of the Pacific Northwest.

Procedure(s):

- On a map of Washington have students draw in the dams on the Columbia River. For each dam list the following:
  - a. who constructed (federal, private)
  - b. completion date
  - c. maximum output
  - d. potential output
- Ask student questions such as:
  - (1) What has been the impact of this energy on the economics of the state? e.g. low cost power, aluminum plants, renewable resources, shipping (barge).
  - (2) What has happened to the communities which grew around the dam while it was being constructed?

Suggested Monitoring Procedures

Teachers observation of completed maps and student activity.

Quiz students on their knowledge of map symbols.

Possible Resources

BPA, Portland, Oregon

Atlas of the Pacific Northwest, University of Oregon

Chelan County PUD, Wenatchee, Washington

Moulden, Rick, Energy Sources in the Marketplace, fall 1977

contact:
Bellevue or Issaquah School District Re: "Project Marketplace"

District Resources

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Suggested Objective: Placement 9

Student Learning Objective(s) A. The student knows how the environment has affected people's use of the state both in the past and present. B. The student values our state's environment and natural beauty. C. The student is able to select and use appropriate sources of information.

Related Area(s)

State Goal	1,4,
District Goal	
Program Goal	3,4,

Suggested Activities: Grade(s) 9

Title: Nuke Washington

Group size: individual or small group

Materials: daily newspaper, news magazines, drawing paper, construction paper, tag board, (depending on how the map is to be made).

Procedure(s):

- Have a student or group construct a map of Washington on which they locate and identify the nuclear energy plants.
- Have a student or group accumulate information from newspapers and magazines about occurrences of nuclear accidents or other news in the field of nuclear energy. e.g. new construction, construction stoppages, financing, or protests.
- Have the students make a report or notebook on these to turn in with the map.

Suggested Monitoring Procedures

Observations and assistance in helping groups find sources of information.

Possible Resources

Newspapers
News magazines, e.g.
- Time
- Newsweek
- U.S. News & World Report
- GEO

District Resources

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Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows that the Native Americans who lived in Washington had a wide variety of cultural patterns. B. The student values the many contributions different cultural groups have made to our state's development.

State Goal 1,6
District Goal
Program Goal 1,2,5

Related Area(s)

Suggested Activities: Grade(s) 9

Title: The Native American Way
Group size: class
Materials: consult the resource person.

Procedure(s):

- Invite a person to the classroom to instruct the students in a cultural activity of the Native American e.g.
  - Bead work
  - flaking (knives/projectiles)
  - basketweaving
  - dancing
  - totem pole carving
- Under the direction of the resource person, have the students individually participate. Note: The resource person should return after several days to check on the progress of the projects.

Suggested Monitoring Procedures

Observation of activities

Possible Resources

- Community resource people
- Texts on Native American Culture, Skills
- Crosscut, 1976, Centrum Foundation Fort Worden State Park, Port Townsend, Washington, 98368

Film
MY HANDS ARE THE TOOLS OF MY SOUL TEXTURE - 1977, ESD 121 Film Library.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows that the Native Americans who lived in Washington had a wide variety of cultural patterns.

State Goal	1,5
District Goal	
Program Goal	2,5

Related Area(s) Art

Suggested Activities: Grade(s) 9

Title: Totem Poles
Group size: entire class
Materials: Library materials, paper (approx. 12 X 18). Crayons/felt pens

Procedure(s):

- Teacher (or a student) researches the library for pictures of totem poles. Slides may also be available.
- Students are to draw a totem of their family. Select some symbol for each member e.g. dad likes to fish-draw a fish.
- Students have to decide who is in their family.

Variations:

- Have a member of a local Native American group present the culture of his/her tribe and demonstrate totem carving.

Suggested Monitoring Procedures

Monitor group to see that students are on task and to assist if problems arise.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows some of the major explorers, fur traders, miners, and missionaries of Washington State. (B) The student is able to take notes from audio-visual materials.

State Goal	1
District Goal	
Program Goal	3,4,7

Related Area(s)

Suggested Activities: Grade(s) 9	Suggested Monitoring Procedures	Possible Resources
Title: Museum Field Trip Group Size: entire class Materials: Procedure(s): • Call the museum and make arrangements for a group tour. • Have student take notes on the exhibits and write a report on one of his/her favorite personages featured at the museum.	Review steps in taking notes and proper procedures in taking a field trip.	Washington State Historical Society Museum, 315 N. Stadium Way, Tacoma, WA. Tues.-Sat. 9 a.m.- 4:30 p.m. Sun.-2 p.m. to 5 p.m. call 593-2830 Western Washington Forest Industries Museum (camp 6) Point Defiance Park Tacoma, Washington, 752-0047 Attn.: Mr. Bishop
		District Resources

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Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows that individuals and companies from America and other nations helped explore, settle and develop Washington. (B) The student is able to make a brief oral presentation.

State Goal	1,4,6
District Goal	
Program Goal	3,5,6

Related Area(s) Language Arts, Drama

Suggested Activities: Grade(s) 9	Suggested Monitoring Procedures	Possible Resources
Title: Re-living History Group Size: groups will be based on sex of cast necessary to present a play. Materials: script, props and research materials. Procedure(s): • Have students research a period of Washington history and write an original play. An alternative is for the teacher to supply a script. • Have the students assume roles, prepare props, and present their play before the class.	Assist students in selection of historical periods to present.	Emmons, Della Gould Northwest History in Action Minneapolis T.S. Denison & Co., Inc. 1960 (A collection of twelve plays of Northwest History.)
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

State Goal	1,4,6
District Goal	
Program Goal	3,5,6

Student Learning Objective(s) A. The student knows that individuals and companies from America and other nations helped to explore, settle and develop Washington. (B) The student knows some of the major explorers, fur traders, miners and missionaries of Washington State. (C) The student knows the struggle minority groups and women had in the pursuit of legal equality. (D) The student knows past and present societal problems encountered by minority groups.

Related Area(s) Language Arts

Suggested Activities: Grade(s) 9

Title: International Claims Court
Group size: entire class
Materials: text book, library resources, worksheet

Procedure(s):

- This lesson covers the claimants to the Pacific Northwest. Each claimant (England, Spain, Russia, United Indian Tribes of Pacific Northwest, United States) presents its case to an International Claims Court. The teacher serves as judge. The judge establishes the court room procedure and informs the participants. The class is divided into a jury (five members) and one team for each of the five claimants (divide rest of class evenly).

Responsibilities:

- Judge: (teacher), to conduct the trial.
- Jury: (1) read assigned material to become knowledgeable about claims and complete worksheet.
  - (2) ask pertinent questions to teams when making report.
  - (3) make a decision (written and verbal) awarding the territory to one of the claimants.
- Teams: (1) Each team will represent their assigned claim to the Pacific Northwest.

(Continued)

Suggested Monitoring Procedures

The teacher will need to circulate among groups to help with research.

Evaluation of group product should include a combination of oral and written reports.

Possible Resources

Textbooks

District Resources

Suggested Activities: Grade(s)________	Suggested Monitoring Procedures	Possible Resources

Responsibilities: (continued)

(2) research the basis for their claim.
(3) make presentation to the court.
(4) submit written report of claim to judge.

Steps:

- Teams are given three class periods to research their country's claims, prepare the written report, and prepare the court presentation.
- The jury is assigned appropriate reading material to become familiar with the claims to the territory and complete worksheet.
- Each team is given five minutes to make its presentation to the court. Jury members may ask questions.
- Each team submits a written report to the judge at time of presentation.
- The jury recesses at the completion of the presentations to make a decision.
- The jury reports its decision to the court and the reasons why.
- The jury submits a written report to the judge on the following day.

District Resources

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows several reasons why settlers came into the region.

State Goal	1,3,6
District Goal	
Program Goal	1,4,5

Related Area(s) Art

Suggested Activities: Grade(s) 9	Suggested Monitoring Procedures	Possible Resources
Title: Handbill **Group size:** entire class **Materials:** textbooks, library resources, paper (approximately 12 X 18), crayons (felt pens) **Procedure(s):** • From various U.S. history texts and picture books the teacher selects examples of handbills to show to students. (These do not need to be on or about Washington.) • Have students design and make a handbill encouraging settlers to come to Oregon. Teacher assigns a specific year (1850 - 1856 - 1860, etc.) • Have students research what has happened up to this date and prepare a handbill that is accurate, historically.	Classroom observation. Assist students in obtaining reference materials.	District textbooks Library references **District Resources**

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Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows the needs that a society has for a form of government. B. The student knows the obligations and responsibilities of citizenship.

State Goal	1,3,5
District Goal	
Program Goal	5,6

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Desert Island (a simulation)
Group size: entire class
Materials: Understanding Indian Treaties as Law, SPI, 1978

Object of simulation:

- To escape from desert island through collective effort and negotiation with another society.

Procedure(s):

- Rules of game are outlined in the publication.

Suggested Monitoring Procedures

Relate simulation to students rights and responsiblities for good citizenship.

Possible Resources

Russel Lawrence Barsh, Understanding Indian Treaties as Law, State Superintendent of Public Instruction, 1978.

District Resources

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Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows that conflict arose among diverse cultural groups because they did not understand each other's culture. (B) The student knows that the Native Americans who lived in Washington had a wide variety of cultural patterns.

State Goal 1,3,5

District Goal

Program Goal 1,2,5

Related Area(s)

Suggested Activities: Grade(s) 9	Suggested Monitoring Procedures	Possible Resources
Title: Treaty Time (a game of cross-cultural negotiation) Group size: class divided into four groups Materials: Understanding Indian Treaties as Law, SPI, 1978 Object of game: • To gain land and money through negotiation. The team with the most points wins. Procedure(s): • Game rules are outlined in the publication	Assist students in their understanding of diverse cultures and the rights of minority groups.	Russel Lawrence Barsh, Understanding Indian Treaties as Law, State Superintendent of Public Instruction, 1978.
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows the struggle minority groups and women had in the pursuit of legal equality. B. The student knows the past and present societal problems encountered by minority groups.

State Goal	4,6,
District Goal	
Program Goal	1,2,3

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Social Issues
Group size: six-eight persons
Materials: periodicals, guest speakers

Procedure(s):

- Divide the class into three or four groups. Each group will be provided a research topic. Examples might be affirmative action, equal rights amendment, and farm labor unionization.
- Each group should try to locate a guest speaker to come and talk to the class. The group should preface the talk by a presentation to familiarize the class with the topic and present the prevalent issues.
- See also 4th grade - "Unequal Distribution Causes Conflict" for activity on these objectives.

Suggested Monitoring Procedures

Monitor groups to see if students stay on task and to give assistance in locating resources.

Possible Resources

Local school superintendent

District Affirmative Action Officer.

District Resources

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Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows the primary political developments of the 20th century. B. The student is able to select and use appropriate sources of information. C. The student values learning about his/her local history.

State Goal	1,3,5
District Goal	
Program Goal	1,2,4

Related Area(s)

Suggested Activities: Grade(s) 9

Title: The Populists
Group size: class
Materials: text, encyclopedia, card catalogue.

Procedure(s):

- Using the research method, (which will involve a day or two in the library) have each student compile a list of the goals of the Populist Party.
- Have students write a party platform for the State of Washington for some year between 1900-1912.
- Have students write a paper in which the student shows how some parts of this platform have become a part of Washington law.

Suggested Monitoring Procedures

It may be possible to obtain a copy of the Populist Party platform from the state library.

Possible Resources

School library
Reference materials
Textbook
State of Washington Library in Olympia

District Resources

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Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows the present make-up of the state in terms of population, transportation and career prospects. B. The student knows that major industries have had an effect upon population density and the environment. C. The student is able to make a brief oral presentation.

State Goal	1,4
District Goal	
Program Goal	4,5

Related Area(s) Language Arts, Math, Career Education.

Suggested Activities: Grade(s) 9

Title: Occupation Report
Group size: individual or small groups
Materials: reference materials including Occupational Outlook Handbook and Pocket Data Book

Procedure(s):

- After choosing an occupation, the student will write a report based on research determining where, in the State, employment in that field may be secured. (Why employment in his chosen field is available in this particular place, should be included.) The student will include what type of education is necessary for this occupation, the environment in which one would work, and where, in the State, it is available. This report may be made into an oral presentation involving visuals, charts and graphs including the number and/or percentages of the working force in the State currently employed, and prospects for future employment.
- Students interested in the same area could make a presentation together.

Suggested Monitoring Procedures

Teacher observation.

Monitor student choices making sure they are realistic and achievable.

Possible Resources

Occupational Outlook Handbook
U.S. Department of Labor
Bureau of Labor Statistics

Pocket Data Book
State of Washington - Office of Financial Management, Olympia, (Free upon request)

District Resources

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Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows how the various levels of government that operate in the state are organized, what services they provide, and how citizens can participate in government.

State Goal	3,5
District Goal	
Program Goal	1,4,6

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Federal Land in Washington
Group size: class
Materials: Washington Road Map, *Atlas of the Pacific Northwest*, ditto/printed/mimeo map of Washington.

Procedure(s):

- On a map of Washington have the student shade in or color the federally owned or controlled lands. Use a different color or shading for each item.
  - a. Indian reservations
  - b. Military bases
  - c. National parks
  - d. National forests
  - e. Reclaimed or irrigated land
  - f. Other

Follow-up: (optional)

- Ask students what the fiscal impact (positive or negative) of this amount of land being off the tax roles? Or, how the ownership of federal lands affects our state.

Suggested Monitoring Procedures

Teacher observation.

Teacher may need to give an overview of the Washington tax system.

Possible Resources

Atlas of the Pacific Northwest, University of Oregon.

District Resources

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Suggested Objective Placement 9

State Goal	1,3,5
District Goal	
Program Goal	1,6

Student Learning Objective(s) A. The student knows some of the current problems of local, county and state government. B. The student is able to pronounce and spell correctly important state institutions and localities.

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Fish game
Group size: two groups, one group of twelve fishermen and the remaining students make up the Department of Fisheries.
Materials: Understanding Indian Treaties as Law, SPI, 1978

Object of Game:

- For fishermen to catch as many fish as possible.
- For the Department of Fisheries to preserve as much of the run as possible for spawning.

Procedure(s):

- Rules of game are outlined in the publication.

Suggested Monitoring Procedures

Monitor the activities of the game and assist in summaries to see that students understand the purpose of the activity.

Possible Resources

Russel Lawrence Barsh, Understanding Indian Treaties as Law, State Superintendent of Public Instruction, 1978.

Film:

TREATIES MADE-TREATIES BROKEN - McGraw, 1971.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows some current problems of local, county and state governments. B. The student knows the obligations and responsibilities of citizenship. C. The student is able to select and use appropriate sources of information.

State Goal	1,7
District Goal	
Program Goal	4,5

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Energy Conservation
Group size: individual
Materials: records of past family bills showing energy consumed and cost.

Procedure(s):

- Have students locate records of family consumption of some energy source, e.g. past electric bill, gas bill.
- Have students take note of both cost and amount of energy consumed.
- In cooperation with the family, have the students develop and carry out an energy conservation plan. At the end of the course the student will turn in a report of what energy the family used, the plan for conservation, and what effect, if any, the plan had on energy consumed and cost to the family.

Note: Some utilities will show the family a visual display of energy consumption last year as opposed to the current year. Perhaps a print-out could be obtained.

Suggested Monitoring Procedures

Assist student to utilize appropriate sources of information.

Consult the family regarding use of private family information such as energy use.

Possible Resources

Rick Moulden, Energy Sources in the Market Place,

Page 49, "Home Survey of Electricity Usage", 1977, Bellevue Public Schools.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows the obligations and responsibilities of citizenship. B. The student values the active involvement and participation of individuals in political and economic affairs.

State Goal	1,3,5
District Goal	
Program Goal	1,6

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Why a Precinct?
Group size: class
Materials: precinct map of legislative district.
Resource person: Precinct committee person.

Procedure(s):

- On a precinct map of the legislative districts in which your students live, have each student place a map pin or dot in the precinct of their residence.
- Obtain the name of the committee people (R & D) for each precinct and have students write their names on the precinct map.

Follow-up:

- At election time have students collect the vote from their precinct and compare this with the total vote for each office.
- OR, invite a committee person to talk to the class and have each student write a report/summary of the presentation.
- OR, have the students work with the precinct committee person prior to the election.
- Have the students canvass the precinct and encourage people to vote.

Suggested Monitoring Procedures

Assist students in preparing the questions to ask precinct chairman.

Get parental approval for each student before doing these activities.

Possible Resources

Legislative district maps are available from your county clerk. (Cost $1.00)

Local precinct committee people. Check with your county Democratic and Republican headquarters.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows the major elected and appointed officials of the State of Washington. B. The student knows some of the current problems of local, county and state government.

State Goal	1,7,10
District Goal	
Program Goal	6,7

Related Area(s) Language Arts

Suggested Activities: Grade(s) 9	Suggested Monitoring Procedures	Possible Resources
Title: Write a Government Offical Group size: entire class or individual Materials: list of state elected and appointed officials. Procedure(s): . Note: The teacher should provide a list of officials. . Have the class compile a list of what they consider major issues and problems in our state. . Have the class organize the problems and issues for the appropriate department's official. . Have each student pick an offical to write to, expressing the concerns of the class and asking for each particular official's stand on these problems and the prospect for governmental action to rectify the situation. . Have responses read to the class by the student(s) involved.	Check letters being sent for accuracy, spelling.	Secretary of State Olympia, Washington State Representative or Senator **District Resources**

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows how the various levels of government that operate in the state are organized, what services they provide, and how citizens can participate in government.

State Goal	1
District Goal	
Program Goal	6,7

Related Area(s)

Suggested Activities: Grade(s) 9	Suggested Monitoring Procedures	Possible Resources
Title: Governmental Boundaries Group Size: class Materials: maps of local government boundaries. Procedure(s): • Have students construct a map of their local area that displays the various levels of government, smaller than the county, that the parents of the students have to support through taxes and/or user fees. Draw in the boundaries of the school district, city/town, water district, sewer district, fire district, library district, any LID's, etc. (Might help if the teacher supplied the paper with the boundary of the school district drawn in.)	Monitor the activity to see that the objective is being followed.	Office of local government. (see procedures) District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

State Goal	1,3,7
District Goal	
Program Goal	1,4,6

Student Learning Objective(s) A. The student knows how the various levels of government that operate in the state are organized, what services they provide, and how citizens can participate in government. B. The student knows some of the current problems of local, county and state government. C. The student values the active involvement and participaton of individuals in political and economic affairs.

~~Related Area(s)~~

Suggested Activities: Grade(s) 9

Title: How Local Government Works
Group Size: individual
Materials:

Procedure(s):

- Have student attend three consecutive meetings of the government body of some local government (city/town, fire district, water district, school district, etc.)
- Have students write a report on the issues involved, progress toward solution. Interview one member and report on his/her term, background, amount of time involved.

Suggested Monitoring Procedures

Students could give an evaluation of how well the government seems to be working. They could also give their suggestions for improvement.

Possible Resources

Meetings of any level of local government e.g. city, county, state.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student is able to identify and locate the major cities in the State of Washington. B. The student is able to pronounce and spell correctly important state institutions and localities.

State Goal 1

District Goal

Program Goal 1.4.

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Washington Counties
Group size: entire class
Materials: map of Washington with counties and county seats.

Procedure(s):

- Note: Each student is given a map of Washington that has the counties and county seats labeled. They are also given a map of Washington with only the county lines (no names).
- Have the students practice (a week should be enough) so that they can correctly name X number of counties and county seats. (It is suggested that a number less than 39 be selected for X.)
- Have students, on a blank map, place the counties and county seats. (They must be spelled correctly.)

Suggested Monitoring Procedures

Quiz at regular intervals.

Possible Resources

Washington State Map (physical, political)

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student is able to determine distance on a map using a mileage scale. B. The student is able to read and interpret symbols on a map. C. The student is able to identify the five natural geographic regions of Washington on a map. D. The student knows the economic activities related to the five geographic regions.

Related Area(s)

State Goal	1
District Goal	
Program Goal	3,6,7

Suggested Activities: Grade(s) 9

Title: Vacation Time

Group Size: small group of 3-5.

Materials: Washington State Road Map. Brochures from Chambers of Commerce and Tourist Bureaus. Clippings from newspapers. Library vertical file.

Procedure(s):

- Have students take an imaginary vacation around the state. They must begin and end in the same city.
- Have students write a diary of the things they saw, places they visited, what they did, where they stayed, how many miles they traveled.

Suggested controls:

5-10 day trip, maximum of 150 miles per day. Students must stay in state parks with a two-night permit in one park. Students must visit four of the five geographic regions.

Suggested Monitoring Procedures

Possible Resources

Washington road maps may be available from the Department of Transportation, Olympia, Washington at no cost.

World Wide Chamber of Commerce Directory.
Johnson Publisher Co, Inc.
Loveland, Colorado 80537
P.O. Box 455

District Resources

Suggested Objective Placement 9

Student Learning Objective(s) A. The student is able to read, understand and interpret charts, graphs, cartoons.

State Goal	1
District Goal	
Program Goal	6,7

Related Area(s)

Suggested Activities: Grade(s) 9	Suggested Monitoring Procedures	Possible Resources
Title: Graph (bar or line) Group Size: entire class Materials: World Almanac or any almanac, graph paper, pencil. Procedure(s): • Research the population of Washington State (Territory) from 1860-1980 (deciannual census). • Construct a graph that displays this information. • Or construct a graph based upon percentage increase. • Or do a population graph for your local city/town. Try the city clerk's office for the information.	Monitor students to see that task is being completed.	City, county offices District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student values the opportunity of a better future for our region. B. The student is able to take notes from audio-visual materials.

State Goal	1,4
District Goal	
Program Goal	4,5,7

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Dam Construction
Group size: entire class
Materials: films

Procedure(s):

- Show the films Damned Forever and No More River. Note: These films show the impact of the dams on the fisheries.
- Have the students write a paper in which they evaluate the good and the bad of dams and defend a pro or con position on the construction of more dams.
- Perhaps you could find information on the proposed Ben Franklin Dam on the Columbia.

Suggested Monitoring Procedures

Have students look for specific information in the films.

Assist students in taking appropriate notes. See note-taking section in Small Schools Language Arts Curriculum.

Possible Resources

Damned Forever
No More River
Available from Washington State Film Library, Olympia, Washington 98504

Small Schools Language Arts Curriculum 9-12, July 1979, pp. 115-117, SPI, Olympia, WA.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows some of the major explorers, fur traders, miners and missionaries of Washington State. B. The student knows that individuals and companies from America and other nations helped to explore, settle and develop Washington.

State Goal	1,6
District Goal	
Program Goal	2,5

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Journal Writing
Group size: individual or small groups
Materials: reference material

Procedure(s):

- Have the students pretend they are exploring the Northwest for the first time in history. In the form of a daily journal have them describe the various places, people, plants and animals they encounter.
- The journals should encompass various physical features, e.g. mountains, bays, rivers and lakes.
- Have students also explain why physical features were given particular names.

Suggested Monitoring Procedures

Monitor and assist students in accomplishing the tasks.

Possible Resources

Discovery of Puget Sound
George Vancouver

Journals of Lewis and Clark

Films:

UNITED STATES EXPANSION, The Oregon Country (Rev.) 12 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows the major natural resources of the state. B. The student is able to select and use appropriate sources of information. C. The student is able to read and interpret symbols on a map.

State Goal	1
District Goal	
Program Goal	4,7

Related Area(s)

Suggested Activities: Grade(s) 9	Suggested Monitoring Procedures	Possible Resources
Title: Resource Map **Group size:** individual or small groups **Materials:** drawing materials, railroad board Procedure(s): • Have each student or group compile a list of the major natural resources of the state. • Have students create symbols to represent each resource. • Have the students draw a map of the state and use the symbols to show where, in the state, the resources are available. • Note: A legend of symbols is necessary on the maps. The maps could also include major centers where the resources are processed, stored, or exported.	Have students identify five major natural resources of the state.	Atlas Encyclopedias Films: PACIFIC NORTHWEST, THE 19 min PACIFIC WEST 24 min ESD 121 Film Library **District Resources**

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows the importance of the railroad to the statehood movement. B. The student is able to read and interpret symbols on a map. C. The student is able to determine mileage on a map using a scale.

State Goal 1

District Goal

Program Goal 4,7

Related Area(s) Art, Math, Language Arts

Suggested Activities: Grade(s) 9

Title: Railroads
Group size: individual or small groups
Materials: drawing supplies, railroad history references

Procedure(s):

- Have the student or group write to one or more railroad companies and request historical information regarding development of western railroads.
- Have the student use the material to write a report on the growth of railroads in Washington.
- Have the student also make a map of the state of Washington which will include the rail lines in the state and cities they serve.
- The map should include a scale of miles to indicate distance between cities and how many miles of track are in the state.

Suggested Monitoring Procedures

Preview letters being sent

Possible Resources

Union Pacific Railroad
Public Relations Office
P.O. Box 4265
Portland, Oregon 97208
Phone (206) 762-6510

Burlington Northern
Public Relations Department
800 Third Avenue
Seattle, WA 98104
Phone (206) 625-6111

District Resources

State Library

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows that the Native Americans who lived in Washington had a wide variety of cultural patterns. B. The student values the many contributions different cultural groups have made to our state's development.

State Goal	1,6
District Goal	
Program Goal	1,2,5

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Cultural Comparison
Group size: individual
Materials: films and text

Procedure(s):

- Have students divide a sheet of notebook paper with a vertical line down the middle. At the top of one column write coastal and on top of the other, plateau.
- Have students fill in the chart comparing housing, clothing, food, ceremonies, beliefs and transportation of these Native Americans.

Suggested Monitoring Procedures

Filmstrip:

American Indian of the North Pacific Coast Series (Coronet 1971)

Possible Resources

Films:

CHIEF SPOKANE GARRY Crown	1966
LUCY COVINGTON EBE	1978
POTLATCH PEOPLE Document	1976
RED MAN, RED CEDAR Moyer	1969

Text: Babcock, Our Pacific NW
Pelz, Washington Story

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows some of the current problems of local, county and state government.

State Goal	1,5,7
District Goal	
Program Goal	6,7

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Making Money
Group size: small groups/entire class
Materials: pamphlets and text

Procedure(s):

- Have students meet in small groups to make a list of all possible state revenue sources.
- Have all groups come together and place responses on the board.
- Assign students to find out what current taxes are collected. Have each bring a recent tax payment example.
- Students are to also find out and list tax reform efforts since the adoption of the sales tax.
- Have students then debate on where the state should get additional revenue.
- Note: In the end, the class will decide how they think the state should finance itself.

Variation:

- Invite a state representative to discuss taxation and ways that the state is facing the needs of the state.

Suggested Monitoring Procedures

Filmstrip:

American Indian of the North Pacific Coast Series (Coronet 1971)

Possible Resources

League of Women Voters Pamphlets

Your legislator

Phyllis Avery, Government of Washington State, U. of W. Press

Washington State Revenue Department - Olympia 98503

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows the past and present societal problems encountered by minority groups. B. The student realizes the struggle minority groups and women have had in the pursuit of legal equality.

State Goal	1,5
District Goal	
Program Goal	1,5

Related Area(s)

Suggested Activities: Grade(s) 9	Suggested Monitoring Procedures	Possible Resources
Title: The Struggle Group size: small groups or entire class Materials: films and books on minority struggles Procedure(s): • Have students make a descriptive time line beginning at 1889 and running to the present. Each item next to its date should have a brief description of what actually took place. • Example: November 11, 1889 Washington becomes a state.	Filmstrip: American Indian Spears EBE 1973	Films: JAPANESE AMERICANS: The Pride and the Prejudice HOW THE WEST WAS WON AND HONOR LOST TREATIES MADE - TREATIES BROKEN LAMENT OF THE RESERVATION McGraw 1971 Book: Whitney Marc, Notable Women, Tacoma News Tribune.
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student is able to identify and locate the major cities in the State of Washington. B. The student is able to pronounce and spell correctly important state institutions and locations.

State Goal	1,3
District Goal	
Program Goal	1,7

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Knowing Our State
Group size: entire class
Materials: topographic and road map

Procedure(s):

- Distribute to students an outline map of Washington state on which are drawn in the major rivers, county lines and mountain areas. (There should also be on the map location points and blanks that the students can fill in.)
- Have students write in the name of each major city, each mountain group and each river.

Suggested Monitoring Procedures

Quiz on major cities and their location using a student desk map.

Possible Resources

Washington State Department of Highways, Olympia 98503

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows some of the major explorers, fur traders, missionaries and miners of Washington State.

State Goal	1
District Goal	
Program Goal	5

Related Area(s)

Suggested Activities: Grade(s) 9	Suggested Monitoring Procedures	Possible Resources
Title: They Made Washington Grow Group size: entire class, individually Materials: library books, text, encyclopedias Procedure(s): • Students are to colate specific information about each person listed and present it in chart form under the headings: A. Dates Here B. Country Represented C. Impact on Area • The People -- George Vancouver David Thompson Father Blanchet Jason Lee Lewis and Clark Dr. John McLoughlin George Washington Bush Elkanah Walker Mother Joseph • Students are to select any two above people and write a one page report on each.		Films: JOURNALS OF LEWIS AND CLARK EBE 1965 DAVID THOMPSON Newhouse 1965 Assorted texts and encyclopedias **District Resources**

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows the structure of Washington State government.

State Goal	1,5
District Goal	
Program Goal	1,7

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Organization Chart and Practicum

Group size: entire class, individually and in select groups

Materials: Government of Washington State by Avery, recent pieces of legislation, state organization chart

Procedure(s):

- Students will all fill in a state organization chart that shows the relationships of the three branches of government.
- The students will choose a governor.
- The students will set up a senate of 7 people, a house of 11 people and a supreme court of 9.
- The students select three recent bills (or 7) and have them go from house to house and if they aren't killed, to the governor and to the court.
- Critique the process pointing out problems. Possibly have the student legislators explain what went right or wrong.

Suggested Monitoring Procedures

Possible Resources

Avery, Phyliss, Government of Washington State U. of W. Press 1973

Your legislator

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student is able to read and interpret symbols on a map.

B. The student is able to pronounce and spell correctly important state institutions and localities.

Related Area(s) ____

State Goal	1
District Goal	
Program Goal	7

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources
Title: Using Map Symbols Group size: entire class, individually Materials: a class set of road maps Procedure(s): • Using the key on a road map, have the students identify, by name, a number of national forests, national parks, ski areas, waterfalls, major airports, major colleges and/or universities, historic sites, points of interest, state farms and/or ports of entry. Alternative Plan: • Give the names and have students identify the symbols designating each site.		State Highway Department Olympia 98503 Films: MAPS: Land Symbols and Terms (New Ed) 20 min
		District Resources

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows the structure of Washington State government. B. The student is able to pronounce and spell correctly important state institutions and localities.

State Goal	1,5
District Goal	
Program Goal	1,7

Related Area(s)

Suggested Activities: Grade(s)

Title: Organization Chart
Group size: entire class and small groups
Materials: recent legislative bills

Procedure(s):

- Students will make their own state organizational chart showing the relationships between each branch of government.
- The class should be divided into 3 groups and a governor chosen. One group acts as the senate; one as the house; and the last as the supreme court.
- Using 3 recent legislative bills, have the house deal with them after discussing committee procedures. The bills that pass then go to the senate, governor and/or supreme court.
- Discuss the benefits of having this kind of procedure to make a bill into law. Are there any disadvantages?

Suggested Monitoring Procedures

Possible Resources

Avery, Phyllis, Government of Washignton State, U. of W. Press, 1973.

Your legislator

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student is able to locate the major cities in the State of Washington. B. The student knows the present make up of the state in terms of population, transportation, economic activity and career prospects.

State Goal	1,8
District Goal	
Program Goal	4,7

Related Area(s)

Suggested Activities: Grade(s) 9

Title: The 80's
Group size: entire class individually
Materials: Washington State outline map with the following cities indicated: Olympia, Ritzville, Tacoma, Spokane, Port Angeles, Yakima, Bellingham, Everett, Mt. Vernon, Richland, Seattle, Shelton, Wenatchee, Ellensburg, Ilwaco, Aberdeen. Annual Review of Northwest Industries

Procedure(s):

- Students are to draw in and label by number (using red pencil or ink) each of the major highways (Interstate, U.S. or state) which connects the indicated cities.
- Students now add any cities along those roads which have 10,000 people or more.
- Now around the edges of the map draw a line connecting each city to the edge.
  - A. Indicate which of the following industries is prominent in each city: aircraft, apples, fishing, wheat, atomic energy, dairying, timber, government, shipping.
  - B. List the current production in that industry.
  - C. Give three jobs found in that industry.
  - D. Give the cities population.

Suggested Monitoring Procedures

Possible Resources

Annual Review of Northwest Industries
SeaFirst Bank

Road map of Washington
State Highway Department

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows the development of how the Washington Territory became Washington State.

State Goal 1
District Goal
Program Goal 5,7

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Forming A State
Group size: entire class and small groups
Materials: History texts

Procedure(s):

ACTIVITY #1

- Have the student fill in a worksheet containing blanks for the (A) steps and/or requirements for statehood, (B) the statistics we had to meet in each statehood attempt, (C) the arguments presented for and against statehood in this state and nationally, (D) the names of the state and national people involved pro and con, and (E) the date of statehood.

ACTIVITY #2

- Have the students fill in a chart on the board comparing the costs and benefits of statehood.

ACTIVITY #3

- Select students to play the role of: one U.S. senator, one president three representatives, one territorial governor, three territorial legislators, one federal Indian agent-- divide rest of class in four groups - Indians, Republicans, Democrats, Puget Sound businessmen.
- The four groups are lobbying the state officials, the state officials lobbying the federal officials and the president weighs the arguments, places them on the board, and renders a decision.
- Debrief activity by pointing out what went wrong for each group.

Suggested Monitoring Procedures

Possible Resources

Films:

PACIFIC WEST	24 min
UNITED STATES EXPANSION, THE: Oregon Territory	12 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

State Goal	1,3
District Goal	
Program Goal	1,7

Student Learning Objective(s) A. The student is able to locate the major cities in the State of Washington. B. The student is able to pronounce and spell correctly important state institutions and localities.

Related Area(s)

Suggested Activities: Grade(s)

Title: Our Indian State
Group size: individually or small groups
Materials: book and slides

Procedure(s):

- After dividing one side of a notebook sheet vertically, on one side list as many place names that you think are of Indian origin in Western Washington; on the other side list those found in Eastern Washington. Now, on the back of the sheet, try to explain the imbalance, if any.

*May start activity in small groups.

Suggested Monitoring Procedures

Possible Resources

Slides - Chinook Jargon
ESD 121

Phillips, James W., Washington Place Names, Washington Paperbacks, U. of W. Press 1971

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student values the state and region by showing an interest and pride in them. B. The student values our state's environment and natural beauty.

State Goal	1,10
District Goal	
Program Goal	4,7

Related Area(s) Photography

Suggested Activities: Grade(s) ________

Title: Fun With Film
Group size: individual or small groups
Materials: camera, film, scrapbook or poster board

Procedure(s):

- Select a topic area (dams, state parks, shore life, crops, vegetation, etc.) Students will take pictures of various examples of the topic. After they are processed they are mounted in the scrapbook or on poster board and the student(s) write a narrative to accompany the pictures.
- If you have resources available this could be made by cutting out pictures from magazines, travel brochures, etc. State and city Chamber of Commerce groups may be contacted for pamphlets. Sunset magazine also has included many pictures of Washington State.

Suggested Monitoring Procedures

This can be used for a wide variety of topics limited only by the imagination of the teacher (or the student).

Encourage students who are interested in photography to do this activity.

Possible Resources

Film:

NORTHWEST, THE: Mountains to the Sea 23 min
ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

State Goal	1,3
District Goal	
Program Goal	4,5,7

Student Learning Objective(s) A. The student knows several reasons why settlers came into the region.

Related Area(s)

Suggested Activities: Grade(s) 9	Suggested Monitoring Procedures	Possible Resources
Title: How I Got Here! **Group size:** individual **Materials:** **Procedure(s):** • It is assumed that many of the parents of the students were not born in Washington but emigrated here. If this is not the case, it is assumed that for most of the rest of the students, their grandparents emigrated to Washington. For the remaining few students, perhaps they can adopt a neighbor who has emigrated to Washington. • Each student investigates the "Push-Pull" theory as it applies to their relative/neighbor. Interview the emigrant to find out the reason(s) for leaving where they had been. Also interview the emigrant to find out the reason(s) for selecting Washington as the place to go. • The student is to write a short theme in which they explain the reason for the people leaving their original homes and why they chose Washington.	This is sort of prying into peoples private lives. Be sure to guarantee and maintain confidentiality. It is probably a good idea to discourage the use of real names in the student's writing.	Parents Grandparents A neighbor **District Resources**

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student values learning about his/her local history.

State Goal	1,3,5
District Goal	
Program Goal	2,5

Related Area(s) Language Arts, possibly Horticulture

Suggested Activities: Grade(s) 9

Title: Aural History
Group size: small group (2-4)
Materials: battery powered tape recorder, alt.- video tape recorder

Procedure(s):

- Students prepare a list of elderly people who have spent most of their lives in the community and/or area. They are contacted to see if they would be willing to be interviewed by students about their remembrance of the "good old days".
- Students prepare a list of questions that they would like to ask. Students conduct a mock interview with each other for practice (also practice in getting a clean recording).
- Following the interview, a report should be written. This could be in regular report form or as a journalistic interview.
- Students should write a thank you note to each individual.
- The students could grow small house plants to present to the interviewees.

Suggested Monitoring Procedures

Remind students of proper etiquette and dress--especially with the elderly.

Tapes should be preserved in a safe place for their historical value.

This could lead to the writing of a local history book.

Possible Resources

Parents

Relatives

Local government officials

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student knows how the various levels of government that operate in the state are organized, what services they provide, and how citizens can participate in government. B. The student knows some of the current problems of local, county and state government. C. The student values the active involvement and participation by individuals in political and economic affairs.

Related Area(s) Language Arts, possibly Horticulture

State Goal	1,3,5
District Goal	
Program Goal	1,4,6

Suggested Activities: Grade(s) 9

Title: Local Government
Group Size: individual
Materials:

Procedure(s):

- Student is to attend 3 consecutive meetings of the elected governing body of any level of local government. (This activity may require 2 months of time.)
- Each student is to write a report covering these suggested items:
  1. Names/titles of elected officials.
  2. Term of office.
  3. Main purpose of the body.
  4. Number of people attending the meeting.
  5. Major issues.
  6. Student's opinion of the importance of this body.
- The student is to interview one of these elected officials and write a report of this interview. Suggested items to cover:
  1. Why the person wants to hold this office.
  2. How long they have held this office.
  3. Major problems facing the group at present.
  4. Who, if any one, could better perform the functions of this body.

Suggested Monitoring Procedures

Teacher needs to obtain a list of as many of the local governments as possible along with their projected meeting schedule.

Other questions that pertain to your local area should be used.

Possible Resources

League of Women Voters

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student values our state's environment and natural beauty.

State Goal	1,10
District Goal	
Program Goal	4,7

Related Area(s) Art

Suggested Activities: Grade(s) 9	Suggested Monitoring Procedures	Possible Resources
Title: Keep Washington Green Group Size: individual Materials: poster paper, paints/crayons/ felt pens Procedure(s): • Students create a poster that meets the criteria of Keep Washington Green. • Submit the posters to the annual contest.	Obtain a copy of the guidelines and dates from: Keep Washington Green	Keep Washington Green University of Washington Seattle, Washington
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student is able to read, understand and interpret charts, graphs, cartoons. B. The student values learning about their local history. C. The student knows that major industries have had an effect upon population density and the environment.

State Goal	1,3,7
District Goal	
Program Goal	3,5,6

Related Area(s)

Suggested Activities: Grade(s) 9

Title: This Is How We Grew
Group Size: individually
Materials: graph paper,
optional: colored pencils/pens

Procedure(s):

- Students construct a graph (bar/line/symbol) showing the population of their city/town/county for each ten year period since records were kept.
- For a follow-up activity students could research the cause of any significant increase/decrease in population.
- This graph could also be on their school population.

Suggested Monitoring Procedures

The teacher (or a single student) should obtain the data and make it available to the class.

Possible Resources

City/town clerk

County clerk

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student values the state and region by showing an interest and pride in them. B. The student is able to select and use appropriate sources of information. C. The student knows the obligations and responsibilities of citizenship.

State Goal	1,5
District Goal	
Program Goal	2,6,7

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Environment Improvement

Group Size: individual, possibly small group

Materials:

Procedure(s):

- Student selects some aspect of the local area that they believe needs attention (improvement/preservation) such as downtown business area, historical structure(s), local industry, railroad environments.
- Student investigates the negative aspects of this particular feature.
- Student investigates the positive improvements or changes that could be made.
- Student writes a report which includes the negative aspects and the suggested improvements.
- Following editorial/grammatical improvements, the proposal is submitted to the appropriate corporation/government/agency.

Follow-up:

- Subsequent classes can monitor the progress of implementing the prior student suggestion(s). Students should be encouraged to follow through. This will help ensure that someone will monitor their suggestions.

Suggested Monitoring Procedures

Insist the student be specific. For example - "it looks awful." should not be acceptable. Insist that the student explain what makes it awful.

Better clear this with the appropriate district administrator and local government.

Possible Resources

City/town clerk

County clerk

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student values learning about his/her local history.

B. The student is able to select and use appropriate sources of information.

State Goal	1,3,5
District Goal	
Program Goal	1,5,7

Related Area(s)

Suggested Activities: Grade(s) 9

Title: A Short History of __________ School

Group Size: individual, and/or small group

Materials:

Procedure(s):

- Student(s) research(es) the history of their school. Possible areas to cover:
    - Superintendents
    - Principals
    - School board members
    - School size
    - Teachers by years (probably pretty tough)
    - Enrollment by years
    - Famous people who went to school/taught here
    - Building changes
    - Outstanding sports/activities accomplishments.
- Student(s) prepare(s) a booklet on the history of the school. Pictures could be included.
- Subsequent groups could do the same for other schools in the district.
- Booklets could be sold to finance other projects of the class/school.

Suggested Monitoring Procedures

Possible Resources

School cornerstone

Yearbooks

PTA minutes

Former students/staff

ESD office for your area

School newspaper morgue

Local newspaper morgue

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9

Student Learning Objective(s) A. The student is able to read, understand and interpret charts, graphs, cartoons. B. The student knows the natural resources of the state.

State Goal	1,4
District Goal	
Program Goal	4,7

Related Area(s) Language Arts

Suggested Activities: Grade(s) 9

Title: Pie Charts
Group Size: individual
Materials: construction paper (or colored acetate of various colors), large compass, scissors, glue/paste

Procedure(s):

- Student contacts the various state agencies in order to obtain information on Washington's rank (percentage) in the production of various commodities/products/minerals.
- Student constructs a pie chart for each commodity/product/mineral that shows Washington's production as a part of the total U.S. production. (U.S. production always equals 100%.)

Suggested Monitoring Procedures

Teacher or a student may wish to do the contacting for the entire class.

Teacher can be directive or can set a quota (say 10) for each student.

Possible Resources

Washington Department of Economic Development

Washington State Department of Agriculture

Bureau of Public Lands

All of the above:
Olympia, WA 98504

District Resources

SUBJECT: World History

SPECIFIC AREA: The Ancient World

Page	Suggested Grade Placement	District Placement			
	10	9	10	11	12

The student knows:

- there were many cradles of civilization in the Middle East, Far East and Far West (Latin America).
- cultural and technological innovations emerged in the form of responses to the environmental influence.
- religion influenced the development of ancient civilization.
- political systems in the ancient civilizations were mostly autocratic, but they also gave birth to democracy.
- we owe a debt to the ancient civilizations for their cultural contributions to art, architecture, literature and music.
- the place of various groups in ancient society e.g. women, children, slaves, socio-economic class.

The student is able to:

- locate on a map the various cradles of civilization.
- identify the geographic factors that contributed to the development of the various civilizations.
- develop time lines to show and compare the periods during which the various ancient civilizations thrived.
- list the characteristics of an autocratic system of government.
- compare and contrast the basic tenents of Judaism, Christianity and Islam.
- compare and contrast the basic tenents of Eastern religions, like Buddhism and the Judeo-Christian beliefs.

The student values:

- our inheritance from the ancient world.
- ideas of early civilizations.

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows there were many cradles of civilization in the Middle East, Far East and Far West (Latin America). B. The student is able to develop time lines to show and compare the periods during which the various ancient civilizations thrived. C. The student is able to locate on a map the various cradles of civilization. D. The student is able to identify the geographic factors that contributed to the development of the various civilizations.

State Goal	1
District Goal	
Program Goal	5,7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Overlay of the World Group size: small or large groups Materials: blank maps, text, blank overlays Procedure(s): • Draw and color different cradles of civilization in the ancient world. Develop geographic maps of the cradles of civilization. • Have students make overlays of cradles of civilizations and geographic maps of those areas. • Compare and contrast overlays and note geographic differences and similarities of each area. • Draw a time line of the different cradles of civilization to show when they occurred in relationship to each other and now.	Completed overlays Teacher observations	District adopted text Historical atlases District Resources

490

491

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows political systems in the ancient civilizations were mostly autocratic, but they also gave birth to democracy. B. The student knows the place of various groups in ancient society e.g. women, children, slaves, socio-economic class. C. The student is able to list the characteristics of an autocratic system of government.

Related Area(s)

State Goal	1
District Goal	
Program Goal	5,7

Suggested Activities: Grade(s) 10

Title: Comparison Chart
Group size: small or large groups
Materials: four column handout, pencil

Procedure(s):

- Draw a comparison chart of the ancient civilizations that were studied.
- Hand out a three column chart to each student.
- Have student title chart with the appropriate ancient civilizations.
- Have student label each column (1) Characteristics of the Political System, (2) Democratic characteristics of that Political System (3) Dictatorial Characteristics of that Political System.
- After viewing films, reading text and informational handouts fill in the chart.

Suggested Monitoring Procedures

Teacher observation

Students discuss their charts

Quiz

Possible Resources

Films:

ANCIENT EGYPT (Rev)	11 min
ANCIENT CHINESE, THE	24 min
ANCIENT MESOPOTAMIA	9 min
ANCIENT GREECE	9 min
ANCIENT PERSIA	11 min
ANCIENT PHONECIA AND HER CONTRIBUTIONS	14 min
ANCIENT ROME (rev)	10 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows cultural and technological innovations emerged in the form of responses to the environmental influence. B. The student knows we owe a debt to the ancient civilizations for their cultural contributions to art, architecture, literature and music. C. The student values ideas of early civilization. D. The student values our inheritance from the ancient world.

State Goal	1
District Goal	
Program Goal	5,7

Related Area(s)

Suggested Activities: Grade(s) 10	Suggested Monitoring Procedures	Possible Resources
Title: Heritage of the Past Group size: class and individuals Materials: slides, pictures, films and literature of ancient civilization, art, architecture, music instruments. Procedure(s): • Present to class slides, pictures and stories from ancient civilizations. • Have students collect modern pictures of art, architecture and examples of literature and modern culture and the impact of ancient civilization on the modern world. • Individual students report on similarities between ancient civilization and modern culture.	Gather material from students.	Films: ANCIENT PAESTUM: City of the Greeks and Romans 21 min ANCIENT GREECE (rev) 9 min ANCIENT ROME 10 min GREECE: The Golden Age 28 min ESD 121 Film Library
Title: Tutankhamun: A Heritage Group size: entire class Materials: see resources Procedure(s): • Have students pick art objects from the book that depict art contributions of the ancient Egyptians. (These objects were found in the tomb of Tutankhamun). • Assign students to report on the object itself, its uniqueness, style and contribution to civilization. • Note: The book features not only pictures of each of the 55 objects from the Tutankhamun exhibit that toured the United States (including Seattle) but also activities that can be carried out regarding the objects.	Have students enumerate objects from the Tutankhamun exhibit which gave evidence of fine craftsmanship, art work and skill of the Egyptians.	Johnson, Mary A., Oberling, Carol R., Rogers, Betsy, Tutankhamun: Time Capsule, Cartouche Publications, Auburn, WA., 1978. "The Age of Tutankhamum" Slides of the 55 objects housed at ESDs'
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

State Goal	1
District Goal	
Program Goal	5

Student Learning Objective(s) A. The student knows religion influenced the development of ancient civilization. B. The student is able to compare and contrast the basic tenents of Judaism, Christianity and Islam.

Related Area(s)

Suggested Activities: Grade(s) 10

Title: Find Your Religion
Group size: small groups, individual
Materials: list of ancient religions, Greek and Roman Mythology, Islam, Egyptian, Judaism

Procedure(s):

- Have each group choose a religion and prepare an oral report to the class about basic beliefs, montheistic or polytheistic, strengths and weaknesses, and effect on society.
- Have students note the strengths and weaknesses of each religion and analyze why they survived.
- Each group will choose a religion that they feel influenced and promoted the ancient civilization.
- After the oral reports are given, list three columns on the chalkboard.

Example:

Judaism	Christianity	Islam
	. one God . equality of people . 10 commandments as guide . love and forgiveness	

- As a class, compare and contrast the three.

Suggested Monitoring Procedures

Teacher observation

Written reports

Possible Resources

Library resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: World History

SPECIFIC AREA: Medieval World

Page	Suggested Grade Placement	District Placement			
	10	9	10	11	12

The student knows:

- the Medieval period was dominated by the church.
- politics during the Medieval period were characterized by feudalism.
- economically, the Medieval period was relying on primitive agricultural systems.
- during the Medieval period of Europe important civilizations thrived in the Far East, the Byzantine, the Moslem World and Africa.
- Judaism, Christianity and Islam were in competition during the Medieval period.

The student is able to:

- make a diagram to show the structual organization of the feudal system of government.
- compare the feudal system of government with our present system of government.
- identify on a map the areas influenced by the Western Church, the Eastern Church and Islam.

The student values:

- advances in technology to meet human needs.
- role of different religious philosophies in society.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows the Medieval period was dominated by the church. B. The student knows politics during the Medieval period were characterized by feudalism. C. The student knows economically, the Medieval period was relying on primitive agricultural systems.

Related Area(s)

State Goal	1,4,7
District Goal	
Program Goal	2,4,5

Suggested Activities: Grade(s) 10

__Title:__ Meeting of the Class
__Group size:__ small groups
__Materials:__ text, maps, resources materials

__Procedure(s):__

- Divide the class into three groups- the Nobles, the Peasants, and the Church.
- Have the groups role-play their respective groupings. Report to the whole class what important contributions their group made to society.
- Analyze in large groups the importance of each groups contribution.

__Variation:__

- Show the films listed and ask students to look for (1) ways in which the church dominated the medieval period, (2) the role of noble and peasants and the system of slavery and, (3) the primitive agricultural system.
- Have students take a role in the feudal times and write what their potential outlook on life might be e.g. as a peasant they were born into a slavery system with no chance of escaping poverty.

Suggested Monitoring Procedures

Teacher guidance

Teacher observation

Possible Resources

Textbook

Films:

MEDIEVAL TIMES: Role of the Church 14 min

MEDIEVAL ENGLAND: The Peasants' Revolt 31 min

MEDIEVAL MIND, THE 26 min

District Resources

Suggested Activities: Grade(s)________

Title: Split Second Decisions
Group size: entire class
Materials: text, library resources

Procedure(s):

- Have students research a specific area of study, e.g. the demise of the feudal system, agriculture in feudalism.
- Note: (Two to three days of preparation will be permitted on an individual basis. Two days minimum of additional teacher lecture, discussion presentation will also be covered).
- Have students assimilate all of their materials into a chronological outline e.g. the early days of the feudal system to the breakdown of the system, or economics of agriculture system in feudal times.
- Have the teacher take two days to ask questions which the students must answer with split second decisions.
- Note: The questions will have point value ranging in worth from 1 to 5 points. Students may chose a question of any point value they desire.
- Students will total points received over a two day period.
- Students will not use outline for answers.
- After the two day period, students will turn in outlines. Their grade will include the points earned in the oral questioning.

Suggested Monitoring Procedures

Grading criteria:

Students receive points for "split second decision" answering.

Students receive points or letter grade for outline turned in.

Possible Resources

World History text

Library resource center

Instructors lecture material

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows politics during the medieval period were characterized by feudalism. B. The student is able to make a diagram to show the structual organization of the feudal system of government. C. The student is able to compare the feudal system of government with our present system of government.

Related Area(s)

State Goal 1

District Goal

Program Goal 5,6

Suggested Activities: Grade(s) 10

Title: Don't Be Feudalish
Group size: small groups or individual
Materials: paper, ruler, pencil, text

Procedure(s):

- Have student read their section on feudalism.
- Have volunteer define term feudalism.
- Divide the class into three groups.
  - Group 1 - Nobles
  - Group 2 - Peasantry
  - Group 3 - Church
- After reading in texts, have students define their roles and give an oral report of their roles to the entire class.
- Have students develop a diagram of a feudal society, i.e. king, nobles, vassals, serfs.
- Identify weaknesses of a feudal society and compare/contrast with our present system of government.

Suggested Monitoring Procedures

Monitoring.

Diagram drawings.

Quiz on feudal terminology; roles of king, nobles, peasants, and church.

Possible Resources

Films:

MEDIEVAL MIND, THE 26 min

MEDIEVAL TIMES: Role of the Church 14 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

State Goal	1
District Goal	
Program Goal	5,7

Student Learning Objective(s) A. The student knows during the Medieval period of Europe important civilizations thrived in the Far East, the Byzantine, the Moslem World and Africa. B. The student knows Judaism, Christianity and Islam were in competition during the Medieval period. C. The student values the role of different religious philosophies in society.

Related Area(s)

Suggested Activities: Grade(s) 10

Title: Religious Influences During Medieval Times

Group size: small groups

Materials: paper, pencil, chalkboard

Procedure(s):

- Divide the class into four groups: Far East, Byzantine, Moslems, Africa.
- Have each group find the major economic, social and religious influences (there may be more than one) on their area.
- Have each group present their findings to the class.
- Ask the class to list on the board any similarities between these Medieval Cultures and cultures of today.

Suggested Monitoring Procedures

Teacher observation

Possible Resources

Leinward, Gerald, The Pageant of World History, Boston, Allyn and Bacon, Inc., 1977.

Kolevzon, Edward R., The Afro-Asian World: A Cultural Understanding, Boston, Allyn and Bacon, Inc., 1978.

Films:

MEDIEVAL TIMES: The Role of the Church 14 min

MEDIEVAL TIMES: The Crusades 14 min

ESD 121 Film Library

District Resources

Suggested Activities: Grade(s)________

Title: Cause and Effect
Group size: any number of groups, 2-8 students
Materials: sets of event cards, strips of adding machine paper, pins or tape and wall space.

Procedure(s):

- Teacher distributes matching sets of 8'x10' cards on which is printed a brief description of an event. Also distribute rolls of adding machine paper. Cards are in random order.
- Members of each group arrange the cards into a cause-effect sequence. After group has discussed the sequence of the cards, they must print an explanation of the relationship between each event on the strips of paper.
- Each group then prepares a wall graphic consisting of the cards connected by the explanation strips to create an integrated strand of cause and effect.
- Students compare the strands and discuss and justify their group's presentation.

Suggested Monitoring Procedures

Teacher observes groups casually and encourages diverse viewpoints and non-linear arrangements of events (multiple causation).

Possible Resources

District adopted text

Fiction/non-fiction books

Library

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: World History

SPECIFIC AREA: The Transition Period

Page	Suggested Grade Placement	District Placement			
	10	9	10	11	12

The student knows:

- Renaissance meant an acceleration of cultural and scientific growth.
- the monopolistic position of the church was broken during the period of Renaissance.
- the growth of trade and commerce impacted society in many ways.
- the new world was discovered during this period.
- the role various individuals played in the Reformation.
- the Reformation was caused by many factors and had widespread impact.

The student is able to:

- show, on a timeline, the specific times or periods of cultural and scientific achievements during Renaissance.
- mark, on a map or globe, the voyages of the various explorers.
- examine Luther's thesis and identify his differences with the Catholic Church of his period.
- critically analyze the views of various religious leaders of the period.

The student values:

- the role of new ideas in improving society.
- the desire for exploration of new ideas and phenomenas.
- freedom of religion and thought for the individual.

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows the Renaissance meant an acceleration of cultural and scientific growth. B. The student is able to show, on a timeline, the specific times or periods of cultured and scientific achievements during Renaissance.

State Goal	1,3
District Goal	
Program Goal	5,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Heritage of the Renaissance
Group size: several groups
Materials: prints, books

Procedure(s):

- Point out to students that the chief qualities of the Renaissance were: (1) a revival of classical learning, (2) a spirit of experimentation, (3) less fear of the unknown, (4) use of the vernacular languages (nature to the locality) rather than Latin and (5) a belief in progress.
- Obtain prints of Renaissance paintings (library, books, art department or from the Metropolitan Museum of Art in New York).
- Have some students give oral or written biographical reports on Leonardo, Michelangelo, Raphael, utilizing the prints or pictures.
- Have other students give reports on Lorenzo, Machiavelli, Corpernicus, Petrarch, Alberti, Galileo, Dante, Luther, Calvin and Loyola.
- Have a third group develop a timeline indicating when the artists, rulers and scientists lived during the Renaissance.

Suggested Monitoring Procedures

Have students contrast the achievements of the Renaissance with the Medieval period.

Possible Resources

Life's Picture History of Western Man, Time, Life Publications.

Horizon Book of the Renaissance,

Films:

HERO AS ARTIST, THE	52 min
GRAIN IN THE STONE	52 min
RENAISSANCE, THE	13 min
SPIRIT OF THE RENAISSANCE	31 min

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows the monopolistic position of the church was broken during the period of the Renaissance. B. The student values freedom of religion and thought for the individual.

State Goal	1,4
District Goal	
Program Goal	5

Related Area(s)

Suggested Activities: Grade(s) 10-12

Title: Renaissance of Secularism
Group size: entire class
Materials: film, text

Procedure(s):

- Show the film to the class to develop a background for discussion.
- Ask students what the term secularism means? (Worldly, present, life around one, not spiritual).
- Have students list things shown in the film that reflect a change in values, attitude and interests--decay of feudalism, the study of classical literature, art, rise of the national state, modern science, inventions (gunpowder, moveable type, mariner's compass).
- Have students contrast the Middle Ages, where thought had been dominated by ascetic ideas and ideals and the message of the Church to "other worldly" thoughts, with the secular spirit of the Renaissance.
- Have students summarize how the Renaissance secularism broke the monopoly of the Church.

Suggested Monitoring Procedures

Have students contrast the spirit of man in the Medieval period with the Renaissance period.

Possible Resources

Film:

SPIRIT OF THE RENAISSANCE
31 min

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows the growth of trade and commerce impacted society in many ways. B. The student values the role of new ideas in improving society.

State Goal	1.6
District Goal	
Program Goal	5.6

Related Area(s)

Suggested Activities: Grade(s) 10-12

Title: Trade, Trade, Trade
Group size: entire class
Materials: historical references, paper, pencil

Procedure(s):

- Have students write a three to five page essay on the impact that trade and commerce had in the Renaissance era. Students may wish to trace the growth of trade from the merchants of Venice, Florence, Geona and Pisa; the Hanseatic league; discovery of the new world; India, China, Spice Islands; shift from the Mediterranean to the Atlantic; trade with the Americas; new commodities and the slave trade.
- Have students not only emphasize trade and commerce but point out the effects on society.

Suggested Monitoring Procedures

Have students develop a timeline showing expansion of trade and commerce from 1200 to 1800.

Possible Resources

Small Schools Language Arts Curriculum, 9-12, Section III - Written Expression, OSPI, 1979.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows the new world was discovered during this period. B. The student is able to mark on a map or globe the voyages of the various explorers. C. The student values the desire for exploration of new ideas and phenomenas.

State Goal	1,3,4
District Goal	
Program Goal	5

Related Area(s)

Suggested Activities: Grade(s) 10

Title: Don't Fall Off the Edge
Group size: groups of three, entire class
Materials: library references, butcher paper, colored markers, pictures or drawings, films

Procedure(s):

- Divide the class into groups of 2 or 3.
- Assign each group one of the following explorers:
  1. Diaz
  2. Columbus
  3. Vascoda Gama
  4. Cabral
  5. Ponce De Leon
  6. Balboa
  7. Cortez
  8. Pizarro
  9. Cabot (John and Sebastian)
  10. Frobisher
  11. John Davis
  12. Willoughby-Chancellor
  13. Veranzano
  14. Cartier

  Allow each group library time to research the explorer. Ask them to find out:
  1. the country for whom they sailed.
  2. the reason for the journey.
  3. the preparation for and difficulties of the journey.
  4. what they found.
- Each group should make some visual aids (maps, pictures or drawings of ships and people) to help them in making an oral report to the class.
- Teacher should decide when to show the films. May show them as an introduction to the unit or with the appropriate report or as a review before a quiz.

Suggested Monitoring Procedures

Assist in research.

Quiz

Possible Resources

Films:

FOURTEEN NINETY-TWO 2: Christopher Columbus	90014	col	40 min
BEGINNINGS OF EXPLORATION	972	col	14 min
ENGLISH AND DUTCH EXPLORERS	947	col	11 min
FRENCH EXPLORERS	01173	col	11 min
SPANISH EXPLORERS	40715	col	14 min
SPANISH EXPLORERS	41303	col	13 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

Student Learning Objective(s) A. The student values the desire for exploration of new ideas and phenomenas.

State Goal	1,4
District Goal	
Program Goal	5

Related Area(s)

Suggested Activities: Grade(s) 10

Title: There Is No Edge
Group size: entire class, small groups
Materials: films, butcher paper, magazine or news photos

Procedure(s):

- Teacher assigns the manned space flights to small groups to research. One group may be assigned the major unmanned flights. One group may be assigned the Soviet manned flights.
- Groups use library to find information and pictures.
- Each group reports to the class.
- Teacher shows films at his/her discretion.

Additional Activity:

- A debate between the forces supporting space exploration and the forces thinking space exploration a waste of time and money.

Suggested Monitoring Procedures

Assist in research.

Quiz

Possible Resources

Films:

EXPLORING THE PLANETS
70925 col 24 min

NASA SPACE FLIGHT SERIES
(18 films available)

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows the Reformation was caused by many factors and had widespread impact. B. The student values the role of new ideas in improving society. C. The student values freedom of religion and thought for the individual.

State Goal 1,6

District Goal

Program Goal 4,5

Related Area(s)

Suggested Activities: Grade(s) 10

Title: The Causes of the Protestant Reformation

Group size: class

Materials: references, textbook

Procedure(s):

- Teacher should assign readings in the textbook on the background and causes of the Reformation.
- Students should have time to look at other history source books either in the library or in the classroom with books brought from the library.
- Ask students to take notes as they read as to the causes of the Reformation.
- In a class discussion, list the causes on the chalkboard, e.g.
    1. Kings and nobles resented the power and wealth of the Church.
    2. Church owned much land, an impediment to the king's authority.
    3. Churchmen misused their offices to become wealthy.
    4. Selling indulgences and other abuses angered the people.
    5. Letzel sold indulgences to German peasants.
    6. Luther posted the 95 Theses.
    7. Nationalism helped alienate people from rulers in Rome.

Suggested Monitoring Procedures

Possible Resources

Textbooks

Library

District Resources

Suggested Activities: Grade(s)________	Suggested Monitoring Procedures	Possible Resources
• After list is completed discuss whether the Reformation could have been avoided. Suggestions: 1. Reform of abuses. 2. Limit the power of the Church. 3. Neither state nor Church wanted war. • How has the conflict between Church and state been avoided in the U.S.?		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

Student Learning Objective(s) A. The student is able to examine Luther's Theses and identify his differences with the Catholic Church of his period. B. The student values freedom or religion and thought for the individual.

State Goal	1,6
District Goal	
Program Goal	5,6

Related Area(s)

Suggested Activities: Grade(s) 10

Title: Martin Luther and the Ninety-five Theses
Group size: individuals and class
Materials: references, textbook

Procedure(s):

- Discuss with the class that Luther did not intend to lead a revolt. He was by nature and temperment a conservative who wished only to reform certain evils in the Church.
- Assign the class readings so they can answer the following questions:
    1. What reforms did Luther wish to make?
    2. What were the basic views he stated in the 95-Theses?
    3. Who supported him and why?
    4. What was the significance of the Peace of Augsburg?
- After the class has finished reading, discuss their answers to the above questions.

Suggested Monitoring Procedures

Possible Resources

Textbooks

Library sources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

State Goal	1,6
District Goal	
Program Goal	5,6

Student Learning Objective(s) A. The student knows the role various individuals played in the Reformation. B. The student is able to critically analyze the views of various religious leaders of the period. C. The student values freedom of religion and thought for the individual.

Related Area(s)

Suggested Activities: Grade(s) 10

Title: Who's Who in the Reformation
Group size: class and small groups
Materials: textbook, library sources, map of Europe

Procedure(s):

- Have the students work in small groups.
- Ask them to prepare a description of the beliefs, teachings and role played in the Reformation of the following people:
Luther, Erasmus, Zevingli, Calvin, Henry VIII.
- Have all participate in a class discussion.
- On a map of Europe, note the major religious groups and their locations. Note that Russia at this time was a Christian nation having adopted Orthodox Christianity from the Byzantine Empire.

Suggested Monitoring Procedures

Possible Resources

Film:

THE REFORMATION
70559-70560 col 52 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows the Reformation was caused by many factors and had widespread impact. B. The student values the role of new ideas in improving society. C. The student values freedom of religion and thought for the individual.

State Goal	1,6
District Goal	
Program Goal	5,6

Related Area(s)

Suggested Activities: Grade(s) 10	Suggested Monitoring Procedures	Possible Resources
Title: The Catholic Reformation Group size: class Materials: textbook, library references Procedure(s): • Begin the lesson by telling the class that to counter the Protestant Reformation the Church adopted a program of reform. • Ask each student to read about and take notes on the following: The Council of Trent Index of Prohibited Books Ignatius Loyola Society of Jesus (Jesuits) Francis Xavier • Discuss with the class the information they found. Ask them how well this Reformation succeeded.	Test on all personalities and events in the Reformation.	Textbook Library references **District Resources**

SMALL SCHOOLS PROJECT

SUBJECT: World History

SPECIFIC AREA: The Modern World

Page	Suggested Grade Placement	District Placement			
	10	9	10	11	12

The student knows:

- a number of revolutions gave shape to the modern world e.g. Glorious Revolution, American Revolution, the French Revolution, the Russian Revolution.
- the Agricultural and Industrial Revolutions gave rise to mass production and new political and economic theories.
- scientific methods and developments have an impact on the lives of the people.
- the primary motivations for imperialist expansion and their impact on various parts of the world.
- the rise of nationalism led to a number of movements throughout the world e.g. unification of Germany, independence in Africa.
- the world is interdependent e.g. energy, food.
- there are forces which unite and forces which divide the world, e.g. militarism, energy, religion, languages and political ideologies.

The student is able to:

- make and compare the lists of internal social problems that caused the various major revolutions.
- on a map show the spread of the various colonial powers during the 19th century.
- compare a world map of the 19th century with a contemporary world map to show the decline of the colonial powers and the rise of the various modern nations.
- design a map to show the sources of energy and the world's dependence on these sources.
- identify at least one way in which the world is divided and show it on a map.
- identify at least one way various parts of the world are united and show it on a map.
- trace the changing roles of various groups of people throughout history.

The student values:

- world peace.
- world cooperation.
- systems of government that promote human rights.
- global approaches to human problems.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows there are forces which unite and forces which divide the world, e.g. militarism, energy, religion, languages, and political ideologies. B. The student is able to identify at least one way in which the world is divided and show it on a map. C. The student values systems of government that promote human rights.

State Goal	1,3
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s) 10

Title: Research Writing
Group size: entire class
Materials: text, pencils, papers

Procedure(s):

- Give students three events of political, cultural, or ethical significance dealing with a certain time period, e.g. expansion of communism, Middle East crises.
- Students are to show a cause and effect relationship between these three events. An example of the three events could be a) need for oil b) religion c) political ideologies.
- Students, in showing the relationship or significance of one event to the other will construct a three page essay.

Variation:

- Show a series of films on the twentieth century then give students three events to report on during the time period.

Suggested Monitoring Procedures

Grading of paper

Possible Resources

World History texts
Readers' Guide

Films:
ENERGY- THE DILEMMA 20 min

COLD WAR- Early Period 1947-53 18 min

CHINA - AN AWAKENING GIANT 17 min

ENERGY: Choices...Options...Decisions 15 min

FOCUS ON THE MIDDLE EAST 15 min

ESD 121 Film Library

Small Schools Language Arts Curriculum 9-12, Section III -

District Resources

Library

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows a number of revolutions gave shape to the modern world e.g. Glorious Revolution, American Revolution, the French Revolution, the Russian Revolution. B. The student is able to make and compare lists of internal social problems that caused the various major revolutions.

Related Area(s) ________

State Goal	1,3
District Goal	
Program Goal	5,6

Suggested Activities: Grade(s) ________

Title: Yesterdays Problems
Group size: 3-7 people
Materials: library, periodical resources

Procedure(s):

- Several major revolutions encompassing a specific period in history are presented to the students e.g. Glorious, American, French.
- Students are divided into groups and assigned a specific revolution.
- Students of each group are to then research and write a paper showing the underlying problems that affected the people and their society of that time period.
- Have students identify the country involved, major problems that caused the revolution both internal and external, abuses, changes that occurred.

Variation:

- Have each group report on the revolution they were assigned.
- As a class, list comparisons and contrasts and identify the long lasting results.

Suggested Monitoring Procedures

Grading of paper or report.

Possible Resources

Texts

Encyclopedias

Films:

AMERICAN HISTORY SERIES - AMERICAN REVOLUTION: The Cause of Liberty and the Impossible War
24 and 25 min

FRENCH REVOLUTION: The Bastille and the Terror
22 and 29 min

RUSSIAN REVOLUTION: 1917-1967
15 min

District Resources

Suggested Activities: Grade(s) 8-12

Title: Battle Graphics
Group size: individuals or teams of two people
Materials: 18"x24" poster paper; paints, colored markers, or crayons.

Procedure(s):

- Students draft one poster which graphically presents the important information about a major revolutionary battle. Information to be presented includes the battles geographic setting, troop deployment, reasons for the battle, prominent personalities involved in the battle, and outcome.
- Students first design their own mode of portraying the geographic setting. This can be either realistic or schematic.
- Superimposed over the geographic graphic, students portray information about troop deployment, using creative means.
- Have students draw a portrait or create a symbol to represent each of the major personalities of the battle. This, plus a written description of the characters role in the battle is superimposed over the poster.

Suggested Monitoring Procedures

Observation and assistance as needed.

Possible Resources

District adopted text
Historical references (non-fiction and fiction).

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows the world is interdependent e.g. energy food. B. The student is able to identify at least one way various parts of the world are united and show it on a map. C. The student values world cooperation.

State Goal	1
District Goal	
Program Goal	1,2,4

Related Area(s)

Suggested Activities: Grade(s) 10

Title: Map Out Democracy and Communism

Group size:

Materials: map of the world, world almanac

Procedure(s):

- On a map of the world indicate by colored lines the nations to which the U.S. exports goods and the nations from which the U.S. imports goods.
- On a map, color all members of NATO blue.
- Draw red diagonal lines on all members of the Common Market.
- Color all OPEC members green.

Variations:

- Color all countries listed in the almanac--color the democracies blue and all the communist countries red.

- Conclusion: Ask students relationships of location and groupings.

Suggested Monitoring Procedures

Check over maps.

Question the students on relationships between the countries. Are any surprising? Can any nation go it alone?

Possible Resources

World map

Almanac

Atlas

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows the Agricultural and Industrial Revolutions gave rise to mass production and new political and economic theories. B. The student knows scientific methods and development have an impact on the lives of the people.

Related Area(s)

State Goal	1,4
District Goal	
Program Goal	5,6

Suggested Activities: Grade(s)

Title: Were The Industrial and Agricultural Revolutions a Frankenstein Monster?

Group size: entire class, divided into two groups

Materials: reference texts, wall chart

Procedure(s):

- Discuss with students the Industrial Revolution and compare it with other revolutions they have studied e.g. American and French. Ask them if the term evolution might be better than revolution in this case.
- Divide the class into two groups, one to cover the industrial revolution and the other the agriculture revolution.
- Have the groups make large wall charts that answer the following types of questions.
  - Where did the revolution begin?
  - When did it end?
  - What positive effects resulted from the revolution?
  - What negative effects resulted from the revolution?
  - How did the revolution change people's lives?
  - What inventions helped make the revolutions possible?
- Have each group give oral reports on their charts.

Variation:

- Have the groups present their reports by using films on the revolution.

Suggested Monitoring Procedures

Quiz students on their own lives and the effects of both revolutions in terms of potential life span, work, leisure.

Possible Resources

Readers' Guide

Historical texts

Films:

MAN AND THE INDUSTRIAL REVOLUTION	19 min
MAN AND THE "SECOND" REVOLUTION	19 min
INDUSTRIAL REVOLUTION IN ENGLAND, THE	26 min
AGRICULTURAL REVOLUTION: Man as Food Producer	20 min

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows the world is interdependent e.g. energy, food. B. The student is able to design a map to show the sources of energy and the world's dependence on these sources. C. The student values global approach to human problems.

State Goal	1,4
District Goal	
Program Goal	3,4,5

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Energy Group size: entire class Materials: maps, OSPI Economic Education Unit, encyclopedias, Almanac Procedure(s): • Contact your local ESD Curriculum and Instruction office for a copy of an OSPI publication "Energy Tradeoffs in the Marketplace". Otherwise, contact OSPI or the Washington State Council on Economic Education. The curriculum unit is designed to be used for a three week period and is complete with a pre-test (as well as a weekly quiz), articles for the teacher on economic issues, knowledge expectations, audio-visual aids and simulation activities. There are fifteen lessons. • Utilizing the information in the materials, texts, almanacs and encyclopedias, have the students on a map identify the sources of energy. In addition, draw lines from the major sources to the major users of energy. Variation: • Have students utilize overhead transparencies (from the economic curriculum units) to show consumption of energy as related to production.	Utilize materials from the Economic Council and OSPI to enable students to grasp the significance of the energy crisis.	Wentworth, Donald, et al, Energy Tradeoffs in the Marketplace, OSPI, Olympia, 1980. "Energy Independence", Shell Answer Series #25, ENERGY AND MAN'S ENVIRONMENT Materials, Contact local ESD, PUD or electrical company in your county. District Resources

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows the primary motivation for imperialist expansion and their impact on various parts of the world. B. The student is able to, on a map, show the spread of the various colonial powers during the 19th Century.

State Goal	1,3,4
District Goal	
Program Goal	2,4,5

Related Area(s)

Suggested Activities: Grade(s)

Title: Empire Building
Group size: two groups
Materials: texts, encyclopedias, historical references

Procedure(s):

- Divide the class into groups with one group researching "old imperialism" (search for gold, glory and God") and the other group "new imperialism" (need for raw materials, markets and an outlet for investment).
- Have the groups give examples of each by naming the countries and the colonies or areas they dominated. Dates should also be noted.
- Have each group respond to the question "trade follows the flag" or does "flag follow trade"? in summary.

Title: Name that Empire
Group size: entire class
Materials: world map, string, colored pins or flags

Procedure(s):

- On a world map, have students identify empires and their colonies in the 19th century.
- Have them place colored pins and strings to show the relationship of each.

Suggested Monitoring Procedures

Quiz students on the terms imperialism and colonizing. Have students give some examples of empire building and the motivations behind the action.

Possible Resources

Library sources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 10

Student Learning Objective(s) A. The student knows the rise of nationalism led to a number of movements throughout the world e.g. unification of Germany, independence in Africa. B. The student is able to compare a world map of the 19th Century with a contemporary world map to show the decline of the colonial powers and the rise of the various modern nations.

State Goal	1,3
District Goal	
Program Goal	5,6

Related Area(s)

Suggested Activities: Grade(s)

Title: A Sense of Unity
Group size: entire class
Materials: large charts, chalkboard, historical references

Procedure(s):

- Ask students if they can help you list ways in which (1) nationalism can be a productive force e.g. achieving a common worthwhile goal, working together (2) a destructive force e.g. when it stirs hatred or causes aggression, war.
- Have students discuss the role of nationalism in our own country's history. (Helped to unify the Colonies.)
- Play some of the records listed that show the role of nationalism in music.
- Divide the class into groups of five students each. Half the groups will concentrate on German unification and half on Italian.
- Have the students read to find political and social results of revolutions and wars of the period e.g. French Revolution, Revolutions of 1848, Crimean War (with Russia), Italy's war with Austria-1859, Garibaldi's Revolution-1860 and Prussian Wars.
- Have the groups pool their information with one another.
- Make a wall chart of the information (see example)

Suggested Monitoring Procedures

Have students give examples of how nationalism can be productive - how it can be destructive.

Possible Resources

Knownslar, Allan O., Smart, Terry L., People and Our World, A study of World History, N.Y. Holt, Rinehart and Winston, 1977. pp 550-557

Records:

Polonaise by Chopin

Hungarian Rhapsody by Liszt

Finlandia by Sibelius

Ring of the Nebelung by Wagner

District Resources

Suggested Activities: Grade(s)________

War or Revolution	Results for Italy	Results for Germany
French Revolution	Modern nationalism begins. Italians hope to unite under one ruler.	Germans hope to unite 30 separate states.

Title: Rise of Nations
Group size: entire class
Materials: world maps, overlays

Procedure(s):

- Make up an overlay showing the colonies of the world empires in the 19th Century.
- Make up an overlay showing the contemporary world.
- Have students list the major empires and their colonies in the 19th Century.
- Have students list the modern nations that resulted and indicate when the changes occurred as imperialism declined.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: United States History & Government I & II
(11th grade)

	Page	Suggested Grade Placement	District Placement			
		11	9	10	11	12
The student knows:						
I. COLONIAL AMERICA						
• that North America was at first the home of the American Indians, who lived as many diverse cultures.						
• how the 15th century developments led to the European settlement of the Americas.						
• how the 13 English colonies developed economically, socially, politically and regionally.						
II. REVOLUTIONARY AMERICA						
• the process by which the American colonies became dissatisfied with British rule and gained their independence.						
• the process by which the constitution developed, how it is designed to function and how it was written as an expandable document.						
III. AN EMERGING UNITED STATES						
• the forces which indicated a stronger national spirit in the early 1800's.						
• the reasons for American involvement in European quarrels through the Napoleonic era.						
• the development of the various frontiers in the west.						
IV. CONFLICT AND REUNION						
• the causes for the growth of sectionalism and its affect on the nation.						
• the importance of the Civil War, its origins, objectives, impact and outcomes.						
• the various attempts at reconstruction, and the return of local control.						
V. A CHANGING AMERICA						
• the rise of industrial capitalism and its economic, political and social consequences.						
• the development of federal policies toward Native Americans and how this policy was influenced by local pressures.						
• the importance and growth of immigration throughout our history.						

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: United States History & Government I & II (11th grade)

	Page	Suggested Grade Placement	District Placement			
		11	9	10	11	12
V. A CHANGING AMERICA (continued)						
• the problems of farmers at the turn of the century and the solutions suggested by the Populist movement.						
• how and why labor unions developed during this time period.						
VI. PROGRESSIVE AMERICA						
• the major leaders and programs of the Progressives.						
• the pros and cons of America's involvement in international affairs prior to World War I.						
• major events of World War I.						
• America's involvement in World War I and its short and long range impact on Europe and America.						
• the social, economical and political aspects of the 1920's.						
VII. U.S. IN A CHANGING WORLD						
• the causes of the Great Depression and how the New Deal attempted to deal with them.						
America's involvement in and results of World War II.						
• how the Cold War developed and can list several areas of confrontation in the 1945-53 period.						
• the developments in the post war labor movements and the role played by labor in modern society.						
• the major political and social developments which affected our nation in the Truman and Eisenhower terms.						
• the origins, aims and impact of the major reform movements of the post World War II period.						
• the major contributions and problems of the Kennedy, Johnson, Nixon, Ford and Carter administrations.						
• the major technological changes and their impact on our society.						
• the Vietnam controversy and its effects in altering the U.S. international role.						
VIII. FACING THE FUTURE						
• the primary current issues confronting our nation.						
• the dynamics of a pluralistic society.						

SUBJECT: Social Studies

SPECIFIC AREA: United States History & Government I & II (11th grade)

	Page	Suggested Grade Placement	District Placement			
		11	9	10	11	12
The student is able to:						
• write an analytical essay.						
• draw generalizations from tables, graphs and cartoons.						
• assess the reliability of sources.						
• differentiate between primary and secondary sources of information.						
• evaluate current issues in historical perspective.						
• understand and use the language of the social scientist.						
• assume individual responsibility and work cooperatively within a group.						
• recognize, define and analyze a problem.						
• gather, organize and interpret data using a variety of sources.						
• organize thoughts on an important issue and state his/her opinions through the medium of debate.						
• interpret historical events from the perspective of multiple causation.						
• write a term paper. (approximately 10 pages).						
The student values:						
• the democratic heritage of his/her country.						
• the responsibilities and obligations of an informed citizenry.						
• the rights, dignity and worth of all individuals.						
• the nature of our pluralistic society.						
• our natural environment and the proper utilization of our nation's natural and human resources.						
• the contributions that various ethnic groups have made to our nation.						
• social studies as a basis for lifelong learning.						
• America's natural beauty.						

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows that North America was at first the home of the American Indians who lived in many diverse cultures. B. The student is able to write an analytical essay. C. The student is able to draw generalizations from tables, charts, graphs, and cartoons.

State Goal 1
District Goal
Program Goal 2,4

Related Area(s) Economics, Minority Studies

Suggested Activities: Grade(s) 11

Title: Who Owned What
Group size: individual
Materials: map of North American Indian Tribal Lands, encyclopedia, films

Procedure(s):

- First Day: Pass out assignment sheet and show films.
- Second Day: Research.
- Third Day: Finish assignment - share with class.
- Assignment sheet to read:

  Who owned what:
  1. You are to choose three neighboring tribes.
  2. Draw a map using current reference points, showing which tribes claimed what land.
  3. Complete the chart below:

Column I Tribe	II Area Description	III Linguistic Group	IV Distinguishing Characteristics

- You are to now describe the way it is or is not in the interest of each to cooperate.

Suggested Monitoring Procedures

Evaluate presentation on interest, eye contact, content.

Collect papers after presentation to check on accuracy and completeness.

Possible Resources

Films:

THE INDIANS
Xerox 1970

INDIAN CULTURES FROM 2000 BC-1500 AD
Journal 1976

AMERICAN INDIANS BEFORE EUROPEAN SETTLEMENT
ESD 121 01161

LIFE IN THE WOODLANDS BEFORE THE WHITE MAN CAME
ESD 121 02023

District Resources

Suggested Activities: Grade(s) 11

Title: Split Second Decisions
Group size: entire class
Materials: text, library resources

Procedure(s):

- Have students research a specific area of study, e.g.the demise of the American Indian culture.
- Note: (Two to three days of preparation will be permitted on an individual basis. Two days minimum of additional teacher lecture, discussion presentation will also be covered).
- Have students assimilate all of their materials into a chronological outline e.g. the early days of the Indian life in North America to the intrusion of the white man, to the breakdown of their culture by the white man.
- Have the teacher take two days to ask questions which the students must answer with split second decisions.
- Note: The questions will have point value ranging in worth from 1 to 5 points. Students may chose a question of any point value they desire.
- Students will total points received over a two day period.
- Students will not use outline for answers.
- After the two day period, students will turn in outlines. Their grade will include the points earned in the oral questioning.

Suggested Monitoring Procedures

Grading criteria:

Students receive points for "split second decision" answering.

Students receive points or letter grade for outline turned in.

Possible Resources

U.S. History text

Library resource center

Instructors lecture material

Film:

DISCOVERING AMERICAN INDIAN MUSIC,
70923 col 24 min
ESD 121

AMERICAN INDIANS BEFORE EUROPEAN SETTLEMENT
01161 col 11 min

District Resources

SMALL SCHOOLS PROJECT - **Working** Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows how the 15th century developments led to the European settlement of the Americas.

State Goal	1
District Goal	
Program Goal	5

Related Area(s) English

Suggested Activities: Grade(s) 11

Title: A New Home
Group size: individually and in teams of 2-3
Materials: text, film, encyclopedia

Procedure(s):

- Show film(s).
- Discuss with class the seriousness of choosing to leave one's homeland: the losses, the risks involved, the manner of travel.
- Assign a research paper in which students choose to study and write on either immigration caused by movements including the Renaissance and the Reformation, or immigration from a European country between 1600 and 1700.

Suggested Monitoring Procedures

Subjective evaluation of information presentation.

Possible Resources

Films:

PILGRIM ADVENTURE
ESD 121 70545 - 70546

PURITAN EXPERIENCE-Forsaking England
LCA 1975

AMERICA, THE NEW FOUND LAND
ESD 121

PILGRIMS
EBE 1955

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows how the 13 English colonies developed economically, socially, politically and regionally. B. The student is able to gather, organize, and interpret data using a variety of sources.

State Goal	1
District Goal	
Program Goal	2,5,7

Related Area(s) __________

Suggested Activities: Grade(s) 11

Title: The First Thirteen
Group size: individually and in teams of 2-3
Materials: text, film: COLONIAL AMERICA IN THE 18th CENTURY, encyclopedia

Procedure(s):

- View film.
- Read text on the 13 colonies.
- Students work on research in teams to prepare an oral presentation about a given colony with regard to its economic base, government organization, and social organization.
- Conclude with lecture on regionalism. Students take notes.

Suggested Monitoring Procedures

Quiz to follow.

Possible Resources

Films:

COLONIAL AMERICA IN THE 18th CENTURY
ESD 121 40627

PURITAN EXPERIENCE: Making a New World
LCA 1975

AMERICA: Home Away From Home
ESD 121

ANNE HUTCHISON (Profiles in Courage) 1965

ROGER WILLIAMS
EBE 1955

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows the process by which the American colonies became dissatisfied with British rule and gained their independence. B. The student is able to write an analytical essay. C. The student is able to gather, organize and interpret data using a variety of sources.

State Goal	1
District Goal	
Program Goal	5,7

Related Area(s) English

Suggested Activities: Grade(s) 11

Title: Who Needs Tea
Group size: entire class
Materials: several films

Procedure(s):

- Show the films on the American Revolution.
- Discuss the reason for the dissatisfaction the Colonists felt toward the British.
- Remind students there were many Loyalists living peacefully in the colonies.
- Have each student select one point of view: Loyalist or Colonist (Rebel) and present this viewpoint in an analytical essay.

Variation:

- Have 4-6 students prepare a debate between the Loyalists and the Rebels and present to the class.

Suggested Monitoring Procedures

Possible Resources

Films:

AMERICA: Making of a Revolution ESD 121

AMERICAN REVOLUTION I, II, III
Coronet 1954

SAGA OF WESTERN MAN 1776
McCraw 1965

PATRICK HENRY'S LIBERTY OR DEATH
ESD 121 41304

DEBORAH SAMPSON
BFA 1975

JOHNNY TREMAIN
Disney

Novels of Kenneth Roberts:
Oliver Wisewell
Arundel

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows the process by which American colonies became dissatisfied with British rule and gained their independence.

State Goal	1
District Goal	
Program Goal	5

Related Area(s) Social Studies, World History

Suggested Activities: Grade(s) 11

Title: A Boston Newspaper: April 20, 1775
Group size: individuals or teams of two
Materials: 18"x24" sheets of paper, rulers and long straight edges

Procedure(s):

- Explain project and show sample newspaper. Discuss possible subject matter for newspaper, e.g. taxation, quartering of troops, boycott of British goods, imaginative but realistic local news stories, editorials, letters to the editor, and a women's page.
- Explain newspaper format, news writing style, layout and drafting procedures (use large, hand lettered script).
- Outline specialized tasks for each team member. Some specific tasks are as follows:
  - Story writing (usually each teammate must write one factual story).
  - Story editing.
  - Layout (one student begins on actual draft using finished material while another keeps creating new copy. This eliminates the bottleneck of two students having to write on one paper during the last stages of the project).
  - Artwork ("Photography"), cartoons.

Suggested Monitoring Procedures

Criteria for grading:

1. Historical accuracy of factual news stories.
2. Extent to which paper realistically portrays the events, lifestyle and attitudes of the era.
3. The degree to which paper simulates the style and appearance of a contemporary newspaper.

A reasonable quantity to expect is one page per person in a week to ten days. This entails 5 full class sessions plus 6-10 student hours of outside work.

Possible Resources

Compile a project classroom library containing assorted history textbooks and pertinent reference and nonfiction books from the school library.

Film:
COLONIAL AMERICA IN THE 18th CENTURY
40627 col 17 min
ESD 121

COLONIAL AMERICA: The Beginnings - ESD 121
70982 col 25 min

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

State Goal	1
District Goal	
Program Goal	5,6

Student Learning Objective(s) A. The student knows the process by which the Constitution developed, how it is designed to function and how it was written as an expandable document.

B. The student values the democratic heritage of his/her country.

Related Area(s)

Suggested Activities: Grade(s) 11

Title: Representative Democracy

Group size: entire class and selected individuals

Materials: films, xerox publication Constitution, text, encyclopedia

Procedure(s):

- Select students to represent various delegates to the Constitutional Convention plus George Washington. Each is to research the views and contribution of the individual he represents. Assign two students to the more notable delegates, i.e., Franklin, Jefferson, James Madison.
- Show relevant films.
- Students write a short (1 page) synopsis of their delegate including what he wanted and what his state wanted.
- After research, students gather for a one or two day convention where they act as the delegates.
- Conclude with a discussion of the results of the convention.

Suggested Monitoring Procedures

Observation and direction when needed. Subjective evaluation of papers and performances.

Possible Resources

Films:

AMERICA: Inventing a Nation Time Life	1973
HISTORICAL ORIGINS OF THE CONSTITUTION Counselor	1974
GEORGE MASON: (Profiles in Courage)	1965
JOHN MARSHALL EBE	1951
BILL OF RIGHTS Counselor	1975
WILLIAMSBURG: Portrait of a Patriot Williamsburg Ed. Films	

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

State Goal	1
District Goal	
Program Goal	5,6

Student Learning Objective(s) A. The student knows the process by which the Constitution developed, how it is designed to function and how it was written as an expandable document.

B. The student values the democratic heritage of his/her country.

Related Area(s)

Suggested Activities: Grade(s) 11

Title: Representative Democracy II
Group size: entire class and in small groups
Materials: films, butcher paper

Procedure(s):

- After reading text and viewing films, have students divide into committees to rewrite the Constitution of the United States.
- Take one week for research and group discussion and then call them back and have each group present to the class the changes or additions they would make.
- Type up copy of first draft for further discussion next day.
- Debate the major additions or deletions.
- Have students vote on the final draft.

Suggested Monitoring Procedures

Teacher monitors research and class discussion.

Possible Resources

Films:

AMERICA: Inventing a Nation Time Life	1973
HISTORICAL ORIGINS OF THE CONSTITUTION Counselor	1974
GEORGE MASON: (Profiles in Courage)	1965
JOHN MARSHALL EBE	1951
BILL OF RIGHTS Counselor	1975
WILLIAMSBURG: Portrait of a Patriot Williamsburg Ed. Films	

District Resources

Suggested Activities: Grade(s) 11	Suggested Monitoring Procedures	Possible Resources
Title: Government and Its Constitution Group size: groups of 4-5 people Materials: U.S. History text Procedure(s): • Divide the class into five or six groups of four to five students per group. • Each group will be responsible for researching and interpreting a certain part of the Constitution and/or the Bill Rights. • The group will have three days to prepare to present an oral presentation on the interpretation of the specific area chosen. • Each group member will be responsible for an oral presentation to the class. • Each student will be able to apply current newspaper articles or case studies to his/her area of constitutional study.	Grade students on their presentations.	U.S. History text Government or Constitutional resource books. Films: CONSTITUTION - Series of films on the Bill of Rights and the Constitution - located in ESD 121 film library. Current newspapers and news magazines.
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

State Goal	1
District Goal	
Program Goal	5,6,7

Student Learning Objective(s) A. The student knows the forces which indicate a stronger national spirit in the early 1800's. B. The student is able to recognize, define and analyze a problem.

Related Area(s)

Suggested Activities: Grade(s) 11

Title: Isolation and Growth
Group size: small groups
Materials: distribute something of value unequally

Procedure(s):

- Create two groups--the have's and the have nots. The have's may trade with each other but only take from the have-nots.
- Exercise should force the have-nots to organize and withdraw. Encourage have-nots to pool their strengths and resources.
- Discuss this as related to U.S. experiences up to 1824. How did the colonies move from have-nots to have's?
- Show films.
- Discuss issues within each.

Suggested Monitoring Procedures

Possible Resources

Films:

JAMES MONROE Handel	1971
JACKSON YEARS LCA	1971
THOMAS HART BENTON (Profiles in Courage)	1969
THOMAS CORWIN (Profiles in Courage)	1969

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows the reasons for American involvement in European quarrels through the Napoleanic era. B. The student is able to write an analytical essay. C. The student is able to gather, organize and interpret data from a variety of sources.

State Goal	1
District Goal	
Program Goal	5,7

Related Area(s)

Suggested Activities: Grade(s) 11	Suggested Monitoring Procedures	Possible Resources
Title: Group size: individual Materials: text, map of original states Procedure(s): • Students will read in their text about the period 1789-1812. • Students will fill in an outline map displaying the chief economic resources of each state. • Students will make a T-chart placing goods to export on one side and goods to import and the countries involved on the other. • Students will now make a time line from 1789 to 1812 listing all U.S. foreign entanglements. • Using all this information, students will write an analytical essay explaining why they believe the U.S. was continually involved with other countries during this period of time.	Teacher will monitor the gathering of sources. Teacher will grade the essay.	Films: WAR OF 1812 University of Washington 1952 JAMES MONROE Handel 1971
		District Resources
		District Library

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows the development of the various frontiers of the west.

Related Area(s)

State Goal	1
District Goal	
Program Goal	4,5

Suggested Activities: Grade(s) 11

Title: Expansion Map
Group size: individually
Materials: outline map of U.S., colored pencils, text

Procedure(s):

- Students are to mark in the boundaries and label the various pieces of land annexed to the U.S. List dates and source of annexation.
- Attached to the map is to be a description of how the U.S. obtained each acquisition, how much it cost, what arguments were presented for and against its acquistion, and who the president was at the time.

Suggested Monitoring Procedures

Possible Resources

Films:

JOURNALS OF LEWIS AND CLARK
EBE 1965

GEORGE WASHINGTON AND THE WHISKEY REBELLION
LCA 1974

Filmstrip:

Cherokee Land - White Nation
BFA 1976

District Resources

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows the importance of the Civil War, its origins, objectives, impact and outcome. B. The student knows the major events of World War I. C. The student knows America's involvement in and the results of World War II. D. The student knows the Vietnam controversy and its effects in altering the U.S. international role. D. The student is able to differentiate between primary and secondary sources of information. The student is able to understand and use the language of the social scientist.

Related Area(s)

State Goal	1,3
District Goal	
Program Goal	5

Suggested Activities: Grade(s) 11

Title: Battle Graphics

Group size: individuals or teams of two people

Materials: butcher paper; paints, colored markers, or crayons.

Procedure(s):

- Students choose to draft one poster which graphically presents the important information about one Civil War, W.W.I, W.W.II, and Vietnam battle. Information to be presented includes the battles geographic setting, troop deployment, reasons for the battle, prominent personalities involved in the battle, and outcome.
- Students first design their own mode of portraying the geographic setting. This can be either realistic or schematic.
- Superimposed over the geographic graphic, students portray information about troop deployment, using creative means.
- Have students draw a portrait or create a symbol to represent each of the major personalities of the battle. This, plus a written description of the characters role in the battle is superimposed over the poster.

Variations:

- Students may choose to present their material as an oral report using any visual aids they have.

Suggested Monitoring Procedures

Observation and assistance as needed.

Possible Resources

Readers' Guide.

District adopted text
Historical references (non-fiction and fiction).

Films:

CIVIL WAR, THE: A House Divided
70981 col 25 min

GREAT WAR, THE 1 and 2 (each) 26 min

SECOND WORLD WAR - D Day
26 min

VIETNAM: An Historical Document
56 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows the various attempts at reconstruction and the return of local control. B. The student is able to evaluate current issues in historical perspective.

State Goal	1
District Goal	
Program Goal	5,6

Related Area(s)

Suggested Activities: Grade(s) 11

Title: Reconstruction
Group size: small groups
Materials: text, history books

Procedure(s):

- List a number of important terms, pieces of legislation, and people that were prominent in the reconstruction period, e.g., Andrew Johnson, 14th amendment, 15th amendment, carpetbaggers, scalawags, reconstruction acts, readmission to the union, Klu Klux Klan, Force Acts.
- Have students choose one of the items to research.
- Groups are to give oral reports to the entire class.

Variation:

- Have students debate the positive accomplishments of reconstruction vs. the abuses of reconstruction.

Suggested Monitoring Procedures

Quiz students on the positive accomplishments of reconstruction and the abuses.

Possible Resources

History texts

Films:

HISTORY OF THE NEGRO IN AMERICA 2: 1861-1877- Civil War and Reconstruction
19 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

State Goal	7,10
District Goal	
Program Goal	7

Student Learning Objective(s) A. The student knows the rise of industrial capitalism and its economic, political and social consequencess. B. The student knows how and why labor unions developed during this time period. C. The student knows the cause of the Great Depression and how the New Deal attempted to deal with them.

Related Area(s) World History, World Problems, Sociology

Suggested Activities: Grade(s) 11

Title: Cause and Effect

Group size: any number of groups, 2-8 students

Materials: sets of event cards, strips of adding machine paper, pins or tape and wall space.

Procedure(s):

- Teacher distributes matching sets of 8"x10" cards on which is printed a brief description of an event. Also distribute rolls of adding machine paper. Cards are in random order.
- Members of each group arrange the cards into a cause-effect sequence. After group has discussed the sequence of the cards, they must print an explanation of the relationship between each event on the strips of paper.
- Each group then prepares a wall graphic consisting of the cards connected by the explanation strips to create an integrated strand of cause and effect.
- Students compare the strands and discuss and justify their group's presentation.

Suggested Monitoring Procedures

Teacher observes groups casually and encourages diverse viewpoints and non-linear arrangements of events (multiple causation)

Possible Resources

District adopted text

Fiction/non-fiction books

District Resources

Library

Suggested Objective Placement 11

State Goal	1
District Goal	
Program Goal	5

Student Learning Objective(s) A. The student knows the rise of industrial capitalism and its economic, political and social consequences. B. The student knows the developments in the post war labor movements and the role played by modern labor in society.

Related Area(s) World Problems, World History, Sociology, Psychology

Suggested Activities: Grade(s) 11

Title: Then and Now
Group size: small groups
Materials: texts, historical references

Procedure(s):

- In order to demonstrate the progress labor has made in the 20th century, have students present then and now report on the following topics:
  - Wages and fringe benefits
  - Hours and vacations
  - Health plans
  - Employment of women and children
  - Retirement benefits
  - Legality of union activities
  - Collective bargaining
- Have each group present their report to the entire class.
- Have students write a paper contrasting life in a clothing factory in the period 1905-1915 with 1945-1955.

Suggested Monitoring Procedures

Assist students in appropriate reference sources for their group.

Possible Resources

Film:

INFLATION
Encyclopedia Films, 20 min

Dawson, George G., Prehn, Edward C., Teaching Economics in American History, Joint Council on Economic Education, 1973.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows the development of federal policies toward Native Americans and how this policy was influenced by local pressures. B. The student is able to assess the reliability of sources.

Related Area(s)

State Goal	1
District Goal	
Program Goal	2,5

Suggested Activities: Grade(s) 8-11

Title: The Last Stand
Group size: entire class
Materials: overhead, overlays, reference books, texts

Procedure(s):

- Make up three overlays (1) Indian Reservations in the Western United States, 1890 (2) Mining Areas in the Western United States 1850-1890 and (3) Transcontinental Railroads and Cattle Trails 1850-1893.
- Show students the overlays and ask them if they can enumerate the resulting problems that arose between westward moving settlers and Native Americans.
- Have students research the early efforts of the government to set aside reservations for Native Americans.
- Discuss the ensuing Indian wars and the reservation system.
- Discuss the Dawes Act and why it failed, i.e. poor land, whites vying for the land.
- Finally, discuss the Congressional Acts of 1924 and 1934 and their impact on Native Americans.

Suggested Monitoring Procedures

Have students enumerate the basic problems that arose in the development of the West between Native Americans and whites.

Ask students to cite present day problems concerning Native Americans e.g. Boldt decision, reservations.

Possible Resources

Joesphy, Alvin, The Patriot Chiefs: a Chronicle of American Indian Resistance, Viking Press, 1961.

Sandoz, Mari, Cheyenne Autumn, Avon Press, 1969.

Brown, Dee, Bury My Heart at Wounded Knee, Holt, Rinehart & Winston, 1971.

Risjord, Norman K., A History of the United States From 1877, Holt, Rinhart & Winston, 1979.

Films:

HOW THE WEST WAS WON-AND HONOR LOST	24 min
END OF THE TRAIL-American Plains Indians	53 min
YOU ARE ON INDIAN LAND	37 min

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

State Goal	1,6
District Goal	
Program Goal	1,3

Student Learning Objective(s) A. The student knows the importance and growth of immigration throughout our history. B. The student knows the causes for the growth of sectionalism and its affect on the nation. C. The student is able to interpret historical events from the perspective of multiple causation. D. The student values the contributions that various ethnic groups have made to our nation.

Related Area(s) World History, World Problems, Sociology

Suggested Activities: Grade(s) 11

Title: Move-Counter Move

Group size: individuals vs individuals or groups.

Materials: historical references

Procedure(s):

- Each individual or group begins to study a period of the U.S. westward movement. Students read about actual accounts and write their own realistic account of a journey.
- At any time papers are exchanged with another individual who is the writer's opponent. This person then provides an obstacle to the travelers which simulates actual events in history, e.g. Indian attack, fever outbreak, food shortage.
- Papers are returned and the westward move is resumed, perhaps changing destination. (This forces students to research potential scenarios and react to surprise events.)

Suggested Monitoring Procedures

Evaluate papers for realism and similarity to actual events.

Possible Resources

District adopted text

Fiction/nonfiction historical books

Films: WESTWARD MOVEMENT, THE

1. Settlers of the Old N.W. Territory 15 min
2. Settlement of the Mississippi Valley 16 min
3. Settling of the Great Plains 17 min
4. Texas and the Mexican War
5. Gold Rush 18 min

EBEC ESD 121

District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows the problems of farmers at the turn of the century and the solutions suggested by the Populist movement. B. The student knows how and why labor unions developed during this time period. C. The student knows the importance and growth of immigration throughout our history.

State Goal	1,4
District Goal	
Program Goal	5

Related Area(s) Social Studies, Sociology, World History

Suggested Activities: Grade(s) 11

Title: Radio News: "Rebellion in the Land"

Group size: individuals or groups of two to four.

Materials: one tape recorder for the class and cassettes for each group.

Procedure(s):

- Have groups write scripts for a radio news show theoretically presented during the historical time period, e.g. populist movement, labor unions and immigration.
- Have students practice scripts and then record them. (Programs include other related "news" stories that might occur at that time. Also, time is compressed so as to include other events which happened in the same era.)
- Finally, advertisements, songs, and human interest stories are included to encourage students to analyze and present other cultural phenomena of the period.
- Have the news stories presented to the total class.

Suggested Monitoring Procedures

Structure project by requiring detailed scripts before recording session occurs.

Possible Resources

Project library (compiled specially for project).

District adpted text

Film:

RISE OF ORGANIZED LABOR
18 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows the major leaders and programs of the Progressives. B. The student is able to organize thoughts on an important issue and state his/her opinions through the medium of debate. C. The student values the rights, dignity and worth of all individuals.

State Goal	1
District Goal	
Program Goal	5,7

Related Area(s)

Suggested Activities: Grade(s) 8-11

Title: Progressives vs. Populists
Group size: entire class
Materials: reference books on American History

Procedure(s):

- Divide the class in two sections. One group will be the Progressives, the other the Populists.
- Have each group study their own movement in American history, paying particular attention to party leaders and issues on which they took stands: business, economics, social conditions, government.
- After students have gathered material on their party history, each group should select three spokesmen to debate their beliefs. The rest of the group should be assigned parts as famous party members, congressmen, reporters.
- Before the debate begins, people who are acting as party leaders may give short speeches favoring their party.
- After the debate, hold a question period for reporters.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows the pros and cons of America's involvement in international affairs prior to W.W.I. B. The student is able to assume individual responsibility and work cooperatively within a group.

State Goal	1
District Goal	
Program Goal	2,5,6

Related Area(s)

Suggested Activities: Grade(s) 11

Title: The World Is My Oyster
Group size: entire class, small groups
Materials: references in library

Procedure(s):

- Explain to the class that the period from 1890 to W.W.I was an imperialistic era in the U.S.
- Divide the class into three groups: politicians, businessmen, and military men.
- Have each group research the period and its events from its own point of view.
- Each group should present their viewpoint to the class. Use maps, charts, etc., to aid their explanation.

Suggested Monitoring Procedures

Help students find materials.

Check to see that the following events and personages are included:

1. Alfred Mahan
2. Jingoism
3. "Remember the Maine"
4. Spanish-American War
5. Commodore Dewey
6. Theodore Roosevelt
7. Boxer Rebellion
8. Panama Canal
9. Pancho Villa
10. South American interests

Possible Resources

Fridel, F., The Splendid Little War, Little, Brown.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows America's involvement in World War I and its short and long range impact on Europe and America. B. The student knows the primary current issues confronting our nation. C. The student is able to assume individual responsibility and work cooperatively in a group.

State Goal 1,3
District Goal
Program Goal 5

Related Area(s) World Problems, Sociology, Economics

Suggested Activities: Grade(s) 11	Suggested Monitoring Procedures	Possible Resources
Title: Today and Tomorrow Group size: any size group (3-7 people) Materials: library-periodical resources, colored poster paper, glue.	Grading of paper	Periodicals, newspapers, texts.

Procedure(s):
- Present eight to ten major problems confronting society in the past or present to students.
- Have students divide up into groups according to their interest in one of the problems.
- Students of each group are to research and write a paper showing how the problem they chose affects society today and what the future outlook is for the problem.

Variation:
- Select an area or areas of history and brainstorm eight to ten major problems confronting society. Then proceed with the above procedures.
- Have students present their area of study to the entire class.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows the social, economical and political aspects of the 1920's. B. The student knows the causes of the Great Depression and how the New Deal attempted to deal with them.

State Goal	1
District Goal	
Program Goal	7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Research Writing Group size: entire class Materials: text, pencils, papers Procedure(s): • Give students three events of political, cultural, or ethical significance dealing with a certain time period, e.g. 1920's - 1930's. • Students are to show a cause and effect relationship between these three events, stressing economic, social and political realities of the times. An example of the three events could be a) post WWI b) Roaring Twenties c) Great Depression. • Students, in showing the relationship or significance of one event to the other, will construct a three page essay. Variation: • Show a series of films on the twentieth Century 1918-38, then give students three events to report on during the time period.	Grading of paper	U.S. History text High School library Films: DUST BOWL, THE GOLDEN TWENTIES LIFE IN THE THIRTIES 29 BOOM and 30's DEPRESSION WOMEN GET THE VOTE ESD 121 film library
		District Resources
		Library

Suggested Objective Placement 11

State Goal	1
District Goal	
Program Goal	4,5,6

Student Learning Objective(s) A. The student knows how the Cold War developed and can list several areas of confrontation in the 1945-53 period. B. The student is able to evaluate current issues in historical perspective. C. The student values the responsibilities and obligations of an informed citizenry.

Related Area(s)

Suggested Activities: Grade(s) 11

Title: The Russians Are Coming!
Group size: class, small groups
Materials: butcher paper, colored markers

Procedure(s):

- Beginning with Churchill's speech in 1946, warning that "an iron curtain has descended across the continent of Europe", discuss with the class the increasing prominence of the Soviet power under Stalin.
- Have class divide into groups of 3-4 and assign to each group a year between 1945-53 to research.
- On butcher paper have each group develop their year on a Cold Year Time Line. List the date and the event above the line. Below, list the U.S. response to the situation.
- When the line is complete, have each group present an oral report to the class on their Cold War year.

Suggested Monitoring Procedures

Assist in the research.

Check to see that the following events are included:

1. China taken over by Communists.
2. Soviet Union tested atomic bomb.
3. Policy of Containment
4. Truman Doctrine
5. Marshall Plan
6. NATO
7. Chambers - Hiss
8. Joseph McCarthy
9. Police Action in Korea

Possible Resources

Film:

TRUMAN AND THE COLD WAR
16 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows America's involvement in and results of World War II.

State Goal	1
District Goal	
Program Goal	5

Related Area(s) World Problems, World History

Suggested Activities: Grade(s) 11

Title: Jeopardy
Group size: entire class-groups of 4-6 students
Materials: none

Procedure(s):

- Students are divided into random groups.
- Groups are made up of four to six students.
- Students will chose group spokesman.
- Instructor will write out on chalkboard five or more categories with point value in respect to question difficulty.
- Subjects are relative to area of study, e.g. economics, politics, arts, odds and ends, famous people.
- Once category and point value are selected, question is read.
- Group spokesman will select question according to group desire. Once question is read, group will discuss and then the spokesman will give answer that has been decided upon by the group.
- If question is answered correctly, full point value is awarded, if answered wrong, half of value is subtracted.
- If question is answered wrong, the next group has option of answering that question or of choosing a new one.
- Bonus points awarded to winning group.
- Length of activity is the duration of class period.

Suggested Monitoring Procedures

Pre-Test Review

Monitoring will be more specific through test results

Possible Resources

District adopted text

Historical references

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows the major contributions and problems of Kennedy, Johnson, Nixon, Ford and Carter administrations. B. The student knows the major political and social developments which affected our nation in the Truman and Eisenhower terms. C. The student values the democratic heritage of his/her country.

State Goal	1,7
District Goal	
Program Goal	5

Related Area(s) World Problems, Civics

Suggested Activities: Grade(s) 11	Suggested Monitoring Procedures	Possible Resources
Title: P.A.S. - Presidential Administration Studies Group size: entire class Materials: paper, pencils, library resources, U.S. History text Procedure(s): • Students are divided into groups of three or four according to class size. • Each group is assigned a different President's administration to research the policies and decisions of that particular administration. (Truman through Carter) • A time limit of three days will be set for gathering information with the library available for use at least one day. • A minimum of three resources are to be used, with a maximum of one encyclopedia. • Each member of group wil be responsible for researching and writing a specific function of the administration as outlined by the instructor. • Upon completion of research, each group will present material to class orally, with the policies being written out on chalk board or on an overhead projector. • Material will be presented by a group spokesman.	Teacher will evaluate presentations when given orally to the class. When students are researching, teacher will move around the room answering questions and helping students. Test or quiz in which the students must state differences or similarities in Presidential administration practices.	School District Library Public Library United States history text District Resources

Suggested Activities: Grade(s)________	Suggested Monitoring Procedures	Possible Resources
• When material is being presented, the remainder of class will take notes. • Class will also assume role as press representatives asking questions about administration policies. • Discuss the differences in the administration policies once all have been presented. Variations: • Assign one student to act for each of the following: Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter. • Allow each "President" to select two aides. • Assign three people to act as reporters for each "President". • Have each Presidential group of six research the major events during that term of office. • In class hold a press conference for each President. Have the President make a speech in which he lists his major accomplishments in office. Then have reporters quiz him and his aides about his term.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows the major technological changes and the impact on our society. B. The student is able to write a term paper (approximately ten pages). C. The student values our natural environment and the proper utilization of our nation's natural and human resources.

State Goal	1
District Goal	
Program Goal	4,5,6

Related Area(s)

Suggested Activities: Grade(s) 11

Title: One Horse Shay to the Space Shuttle

Group size: entire class

Materials: paper, pencil, historical references, chalkboard

Procedure(s):

- Have students brainstorm the major technological changes in our society e.g. mass communication, transportation, computers.
- Suggest that they write a term paper tracing technological changes that have occurred in the life of their parents and grandparents.
- Have them develop the paper over six or seven decades i.e. 1910-20; 1920-30, etc.
- Develop with the class several areas and ideas e.g. transportation from horse drawn vehicles to the present space age, weekly newspaper to television, paper and pencil to computers.
- Suggest students talk with their parents or grandparents to get first hand information.
- Have students use Reader's Guide in library to collect additional information.

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Suggested Monitoring Procedures

Quiz students on positive and negative effects of technology in our society.

Possible Resources

SMALL SCHOOLS LANGUAGE ARTS CURRICULUM, OSPI, July, 1979. "Written Expression; Research Writing" pp159-177

Readers' Guide

District Resources

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Suggested Objective Placement 11

State Goal	1
District Goal	
Program Goal	4,5,6

Student Learning Objective(s) A. The student knows the major contributions and problems of the Kennedy, Johnson, Nixon, Ford and Carter administrations. B. The student is able to assume individual responsibility and work cooperatively within a group. C. The student is able to organize thoughts on an important issue and state his/her opinions through the medium of debate. E. The student values the rights and responsibilities which American citizens enjoy.

Related Area(s) World Problems, World History

Suggested Activities: Grade(s) 11

Title: Historical Debates
Group size: groups of 4-6 students
Materials: texts, periodicals, library resources.

Procedure(s):

- Divide the class into groups of 4-6.
- Allow three to four days to research and accumulate information and data on a specific historical event or time period which they will debate.
- Examples:
  - The Bay of Pigs
  - The Gulf of Tonkin Resolution
  - Nixon's China Policy
  - Amnesty for Draft Evaders
  - The Begin, Carter, Sadat Camp David Accord
- Students will be given an instructional sheet on the procedures to be followed by the respective groups, i.e. notetaking, notecards, debate procedure.
- Each group should have a class period to present their debate and hold class discussion.

Suggested Monitoring Procedures

Grade the notetaking and notecards of each student.

Evaluate the debate.

Possible Resources

U.S. History text

High School Library
Reader's Guide
Vertical Files

District Resources

District Library

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows the major contributions and problems of Kennedy, Johnson, Nixon, Ford and Carter administrations. B. The student values the rights, dignity and worth of all individuals.

State Goal	2,5
District Goal	
Program Goal	1,5

Related Area(s) Social Studies

Suggested Activities: Grade(s) 11

Title: Name That VIP
Group size: two or three groups of 3-10 people
Materials: none

Procedure(s):

- Divide students into groups and have each group select a spokesman.
- Have students prepare a master list of VIPs in the 1960-1980 period, e.g. presidents, heads of state, cabinet members.
- Teacher selects a VIP but tells no one of his identity.
- Spokesmen for each group bid for a chance for the group to try to discover identity of the VIP. (Bid is won by group which agrees to try to discover the VIP's identity using fewest number of questions asked of the teacher).
- After bid is won, group members confer to prepare questions which narrow down the possible identity of the VIP. Spokesman is the only one to ask the teacher questions.
- If group fails, opposing group has one question to try to ascertain the identity.

Suggested Monitoring Procedures

Possible Resources

District adopted text
Historical references

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student knows the dynamics of a pluralistic society. B. The student values the responsibility and obligation of an informed citizenry. C. The student values the nature of our pluralistic society.

State Goal 5,7

District Goal

Program Goal 6

Related Area(s) Civics, World Problems

Suggested Activities: Grade(s) 11

Title: National Politics--School Elections
Group size: entire school
Materials: none

Procedure(s):

- Student elections simulate federal elections. System includes political parties, states (home rooms), electoral college, party caucuses, campaigning, conventions, ballots, installation of elected officials.
- Note: teachers must have basic knowledge of the federal elections.
- May wish to bring in speakers from the community to explain party caucuses, local organization of support for national candidates, campaigns.

Suggested Monitoring Procedures

Home room teachers implement program.

Possible Resources

Local party officials

Sample ballots

Film:

UNITED STATES ELECTIONS: How We Vote
40920 col 13 min.

ESD 121

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 11

Student Learning Objective(s) A. The student values America's natural beauty. B. The student values social studies as a basis for life long learning.

State Goal	4
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Individual States of the U.S.
Group size: entire class
Materials: maps of the U.S. with individual states, pencils

Procedure(s):

- Students are given 3 pages of maps to study (each page contains one third of the states of the U.S.)
- Students will have a four-week period to learn correct identity of each state with correct spelling of each state name.
- Students will take sectional map test of each section of the U.S. at their discretion during the four-week period.
- Individual map tests will be taken the first five minutes of the class period.
- At the end of the four-week period there will be a test covering the identification and spelling of all 50 states.
- Grading for the three sectional tests and one comprehensive test will be worth one point per state spelled and identified correctly.
- Total point value 100 points. Same procedure can be used, presenting geographic features besides states and cities.

Variations:

- Each student may choose to visit either 10 National Parks or 10 places of historical interest, i.e. Boston, Williamsburg, Philadelphia, Civil War battlefields.
- Students will keep a journal of their trips telling what they saw and learned.
- Select some for oral presentation to class.

Suggested Monitoring Procedures

By grading of individual sectional tests.

By grading of final tests.

Possible Resources

United States History test

Any atlas with map of U.S.

Film:

UNITED STATES GEOGRAPHY
SERIES, THE
ESD 121

District Resources

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Social Studies SPECIFIC AREA: Contemporary World Problems		12				

The student knows:

- the major national problems of our times.
- the major international problems of our times.
- ways that international world problems affect our daily lives.
- areas of interdependence among nations of the world.
- how a nation's historical, economic and social traditions affect its foreign policy objectives.
- the geography of the current world.
- the impact of change in a contemporary society.

The student is able to:

- maintain an understanding of daily world news.
- apply a background knowledge of contemporary history in analyzing daily world news.
- read newspapers and periodicals and watch TV news programs with an analytical mind.
- synthesize information and draw generalizations.
- examine problems from a variety of perspectives.
- identify and evaluate different points of view.
- locate information from numerous resources.
- write a short research paper including elements such as footnotes and bibliography.
- communicate ideas in a variety of ways.
- demonstrate decision making and problem solving skills.
- defend with logic and persuasion decisions once student has reached decision.
- follow a systematic process to resolve a problem.
- explain multiple causation.
- locate major geographic and political regions of the world.

The student values:

- his/her citizenship role in the state, nation and world communities.
- the natural environment and the proper utilization of the world's natural and human resources.
- the richness and variety of the world's cultural groups.
- humankind's ability to seek rational solutions to the world's complex problems.
- confidence in their individual decision making ability.

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Suggested Objective Placement 12

Student Learning Objective(s) A. The student knows how a nation's historical, economic and social traditions affect its foreign policy objectives. B. The student knows the impact of change in a contemporary society. C. The student is able to synthesize information and draw generalizations. D. The student values mankind's ability to seek rational solutions to the world's complex problems. E. The student values confidence in his / her decision-making ability.

Related Area(s)

State Goal	1,5,6,7
District Goal	
Program Goal	1,2, 3,5,6

Suggested Activities: Grade(s) 12

Title: Conflict and Change

Group size: entire class

Materials: see resources

Procedure(s):

- Discuss the highlights of the major historical events of the 20th Century with special emphasis on the two World Wars.
- Have the students list the many changes that resulted from the historical events discussed.
- Discuss with the students their ideas about why some of the major nations pursue a particular foreign policy.
- Ask the students to write their solutions to some of the major conflicts in the world.
- Example
    - U.S.-Soviet relations
    - Divided Germany
    - Israeli-Palestinian dispute
    - Nuclear arms control

Suggested Monitoring Procedures

Make sure that students note the major historical changes and recognize the impact of those changes.

Possible Resources

Newspapers:

- Seattle Times/P.I.
- New York Times
- Christian Science Monitor
- Wall Street Journal

Magazines:

- Time
- Newsweek
- U.S. News and World Report

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 12

State Goal	1,5,6,7
District Goal	
Program Goal	1,2, 3,5,6

Student Learning Objective(s) A. The student knows how a nation's historical, economic and social traditions affect its foreign policy objectives. B. The student knows the impact of change in a contemporary society. C. The student is able to synthesize information and allow generalizations. D. The student values mankind's ability to seek rational solutions to the world's complex problems. E. The student values confidence in his / her decision making ability. F. The student is able to write a short research paper including elements such as footnotes and bibliography.

~~Related Area(s)~~XX

Suggested Activities: Grade(s) 12	Suggested Monitoring Procedures	Possible Resources
Title: Conflict and Change Group size: entire class Materials: see resources Procedure(s): . Have the students pick an historical event or personality of the 20th Century and write a research paper on the subject. . Have students emphasize the following: 1. The influence or effect of this event or individual on the present. 2. The changes in the world this event or individual caused.	Instruct the class on the form of the research paper. Monitor the selection of topics and periodically check student progress.	Library reference materials District adopted text. District Resources

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Suggested Objective Placement 12

State Goal	1,6
District Goal	
Program Goal	3,5

Student Learning Objective(s) A. The student knows the major national and international problems of our times. B. The student knows ways that international world problems affect our daily lives. C. The student is able to maintain an understanding of daily world news. D. The student is able to apply a background knowledge of contemporary history in analyzing daily world news. E. The student is able to read newspapers and periodicals and watch TV news programs with an analytical mind.

Related Area(s)

Suggested Activities: Grade(s) 12

Title: Major World Problems
Group size: entire class
Materials: see resources

Procedure(s):

- Discuss with the class several major international problems and their impact on the students' world.
- Have the students select a number (e.g. four-six) of problems they would like to cover in the course, e.g.
    1. Revolutionary activity in Central and South America.
    2. International oil and declining world energy resources.
    3. The impact of the Third World.
    4. Power struggle between world powers.
- Take the major problems selected by the students and decide how much time is to be covered on each subject.
- Discuss each subject thoroughly with special emphasis on the importance of the problem and its impact on the world.

Variation:

- Have students divide into groups with each group covering one of the major problems.
- Have students research their topic and report to the total group.

Suggested Monitoring Procedures

Assist students in selection of topics from classroom materials and library sources.

Check student selections to determine if they are meeting objectives.

Periodically test the students knowledge of the fundamental issues involved in each problem.

Possible Resources

Newspapers:

Seattle Times/P.I.
P.I.
New York Times
Christian Science Monitor

Magazines:

U.S. News and World Report
Newsweek
Time

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 12

State Goal	2
District Goal	
Program Goal	4

Student Learning Objective(s) A. The student is able to examine problems from a variety of perspectives. B. The student is able to locate information from numerous resources. C. The student is able to communicate ideas in a variety of ways. D. The student is able to demonstrate decision-making and problem-solving skills. The student is able to defend with logic and persuasion decisions once the student has reached a decision. F. The student is able to follow a systematic process to resolve a problem.

Related Area(s)

Suggested Activities: Grade(s) 12

Title: Current Events
Group size: entire class
Materials: see resources

Procedure(s):

- Have students collect resource materials on a particular problem and categorize these materials in a notebook.
- Have students discuss the major causes of the problem.
- Debate the different issues involved in the problem.
- Have the students write their own versions of possible solutions to the problem.
- Have the students discuss orally some of the possible solutions to the problem.

Title: Current Events
Group size: entire class
Materials: newspapers, magazines, current history texts.

Procedure(s):

- Select three individual students to pick a news item dealing with a current world event or problem and research it.
- Have the students give a brief presentation (10-15 minutes) to the class on (1) the event or problem itself, (2) the causes of the event or problem, and (3) possible solutions to the event or problem.
- Open the presentation to class discussion.
- Have students, as an audience, listen for a purpose--see 9-12 Language Arts Curriculum objectives and activities pp.235-244.

Suggested Monitoring Procedures

Read over student solutions to determine how well they understood the problem and how well they were able to support their solutions to the problem.

Be ready to assist students in the selection process. Have data on the background to the problems selected readily available.

Possible Resources

Newspapers:
Seattle Times/P.I.
New York Times
Christian Science Monitor

Magazines:
U.S. News and World Report
Newsweek
Time

District Resources

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Suggested Objective Placement 12

Student Learning Objective(s) A. The student knows areas of interdependence among the nations of the world. B. The student knows the geography of the current world. C. The student is able to locate major geographic and political regions of the world. D. The student values the natural environment and the proper utilization of the world's natural and human resources.

State Goal	4,10
District Goal	
Program Goal	3,7

Related Area(s)

Suggested Activities: Grade(s) 12

Title: Import/Export
Group size: entire class
Materials: chalkboard or butcher paper, felt tip marker, brainstorm rules on paper or chalkboard, world map.

Brainstorm Rules

1. Any idea is acceptable.
2. It is okay to piggyback on another idea.
3. Quantity is important.
4. Speak out.
5. No evaluation of another's idea, i.e. bad, good.

Procedure(s):

- Have students use brainstorming to make two lists 1. Exports from our region and, 2. Imports to our region.
- Ask questions such as: Is the list exhaustive? Which ones are of most value in terms of dollars? How important is international trade to the economy of our region? How well could we exist without this trade?
- Have students locate the countries where our exports are received.
- Have students locate countries from which we receive imports.

Suggested Monitoring Procedures

Make sure students follow brainstorm rules.

Possible Resources

Moulden, Rick and Reinke, Robe

Trees and TV's in the International Marketplace, SPI, 1980

District Resources

Suggested Activities: Grade(s)________

Title: Energy and Geopolitics
Group size: entire class
Materials: world maps, chalkboard, overhead.

Procedure(s):

- Pick a major world product, e.g. oil, and discuss with the class reasons why the price is so high.
- Have students identify the major oil producing countries in the world on a map.
- Have students identify the major oil consuming countries in the world on a map.
- Discuss the disparity between the major industrial nations and the Third World.
- Debate the fairness and the distribution of the world's energy among the people of the world.
- Have students discuss why they think world oil prices are so high.
- Select a major event of a series of events, e.g. Israel-Palistine, Iran-Iraq conflicts, and have students list what effect these events might have on world politics and economics.

Suggested Monitoring Procedures

Possible Resources

Wentworth, Donald et al
Energy Trade-Offs · in the Marketplace, SPI, 1980

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Economics

	Page	Suggested Grade Placement	District Placement			
		12	9	10	11	12
The student knows: • that every choice incurs opportunity costs. • some of the costs and benefits of international trade. • the impact of government policy on the national economy.						
The student is able to: • explain how scarcity affects economic decision-making. • identify and appraise recurring economic problems in the marketplace. • analyze past economic trends through a personal perspective. • describe the market system used in the United States. • identify and weigh conflicting values in economic decision-making. • review present economic trends through a personal perspective. • list the basic economic tools used to stablize the economy. • describe and evaluate actions which can be taken by labor, management and government in solving economic problems. • analyze costs and benefits of government activities in the market system. • explain how trade restraints affect the flow of international trade. • explain how money values are influenced by supply and demand factors. • apply basic economic analysis to current economic situations.						
The student values: • the opportunity to make individual and group economic decisions within our system.						

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Suggested Objective Placement 12

Student Learning Objective(s) A. The student knows that every choice incurs opportunity costs. B. The student is able to describe the market system used in the United States. C. The student is able to apply basic economic analysis to current economic situations.

State Goal	1,7,8
District Goal	
Program Goal	4,5

Related Area(s)

Suggested Activities: Grade(s) 12	Suggested Monitoring Procedures	Possible Resources
Title: Our Economic System Group size: entire class Materials: Sears education resource series. Procedure(s): . After studying the essays in "Our Economic System" the teacher should select the units that will teach the basic economic concepts of our economic system. . Teach the economic units to enable students not only to grasp basic economic concepts but how these can be applied to personal economic choices in the marketplace and on the job. Note: The materials come complete with lessons that specify the primary objectives, key concept, terms to know, generalizations and learning experiences.	Quiz student on the market system in the U.S.	Campbell, Sally, R. (ed), OUR ECONOMIC SYSTEM: Essays and Teachers' Guide, Sears, Roebuck and Co., 1976 Calderwood, James D., Economics Ideas and Concepts Joint Council on Economic Education, New York. Washington State Council on Economic Education, PLU, Tacoma 98447 Film: ECONOMICS IN ACTION 13 min
		District Resources

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Suggested Objective Placement 12

Student Learning Objective(s) A. The student knows that every choice incurs opportunity costs. B. The student is able to explain how scarcity affects economics decision-making. C. The student is able to identify and appraise recurring economic problems in the marketplace.

State Goal	1,7,
District Goal	
Program Goal	4,5

Related Area(s)

Suggested Activities: Grade(s) 12	Suggested Monitoring Procedures	Possible Resources
Title: Energy Trade -Offs **Group size:** entire class **Materials:** chalkboard, bulletin board and OSPI materials (see resources) **Procedure(s):** • Energy is the basis of the unit. It is treated as an economic resource and is to be taught as a three week module. • The unit focuses on analyzing the problem on three different levels: personal-how I am affected, national-how does the problem effect all the citizens, and international-how does the problem effect the manner in which different countries interact. • Each of the fifteen lessons have pre and post tests.	Have students keep a chart on their pre and post tests to see if they gain in economic ideas.	Leonard, Kenneth E., et al, Energy Trade-Offs in the Marketplace, Olympia, OSPI and Washington State Council on Economic Education, 1980. **District Resources**

Suggested Objective Placement 12

Student Learning Objective(s) A. The student is able to identify and appraise recurring economic problems in the marketplace.

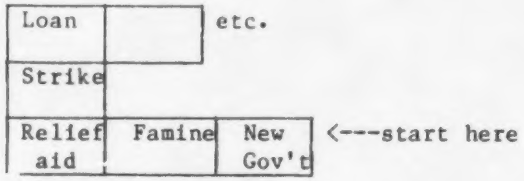
State Goal	1,7,
District Goal	
Program Goal	4,5

Related Area(s)

Suggested Activities: Grade(s) 12

Title: Operation Bootstrap
Group size: 2-16 students
Materials: "Operation Bootstrap" board

Game



Procedure(s):

- Players simulate the attempts of nations to reach the status of "developed".
- Players roll dice to move their country across a board. They start in "undeveloped" classification and confront obstacles and opportunities similar to those met by underdeveloped nations.
- When players earn enough money, they can buy their way into the next level of development, "developing". In that area of the board they run into a new set of problems and opportunities.
- The goal is to reach status of "Industrialized Giant". Bankruptcy puts player out of the game.

Suggested Monitoring Procedures

Make a board with the country classification of underdeveloped, developing and developed. Attach monetary amounts along with obstacles and opportunities.

Possible Resources

Leonard, Kenneth E., et al, Energy Trade-Offs in the Marketplace, Olympia, OSPI and Washington State Council on Economic Education, 1980.

District Resources

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Suggested Objective Placement 12

Student Learning Objective(s) A. The student knows some of the costs and benefits of international trade. B. The student is able to explain how money values are influenced by supply and demand factors.

State Goal	1,6,7
District Goal	
Program Goal	4,5

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Foreign Currency and Exchange **Group size:** classroom (for discussion) and individuals **Materials:** Trees and TV's in the International Marketplace, SPI **Procedure(s):** • Outlined in above-mentioned booklet. Basically, students simulate the activities of a foreign currency exchange through a game activity. • After the students have played the game to simulate the setting of currency levels and exchange rates, ask them to list why rates were established as they were and reasons why they were set.	Quiz students on how money values are influenced by supply and demand.	Moulden, Richard; and Reinke, Robert, Trees and TV's in the International Marketplace, SPI, Olympia, Washington.
		District Resources

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Suggested Objective Placement 12

Student Learning Objective(s) A. The student knows some of the costs and benefits of international trade. B. The student is able to explain how trade restraints affect the flow of international trade.

Related Area(s)

State Goal	1,6,7
District Goal	
Program Goal	4,5

Suggested Activities: Grade(s)

Title: Balance of Payments
Group size: individual or entire class
Materials: OSPI economic units (see resources)

Procedure(s):

- Excellent units that present economic opportunities and problems in international trade as they affect the Pacific Northwest are contained in Trees and TV's in the International Marketplace.
- Utilize the procedures as outlined in the booklet.
- Also, use "Trade Restraints" in the same publication.

Variation:

- Have students describe a current problem in international trade that affects the nation and the Pacific Northwest, e.g. voluntary car import restraint of Japan, restrictions on Northwest tree exports.
- Ask students what they think the long-term effects will be on the marketplace.

Suggested Monitoring Procedures

Ask students to identify one of the major countries from which and to which the Pacific Northwest imports and exports products.

Possible Resources

Moulden, Richard; and Reinke, Robert,
Trees and TV's in the International Marketplace, SPI, Olympia, Washington

District Resources

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Suggested Objective Placement 12

State Goal	1,7,10
District Goal	
Program Goal	4,5

Student Learning Objective(s) A. The student knows the impact of government policy on the national economy. B. The student is able to describe and evaluate actions which can be taken by labor, management and government in solving economic problems. C. The student is able to identify and weigh conflicting values in economic decision-making.

Related Area(s)

Suggested Activities: Grade(s)

Title: Government Policy and the American Economy

Group size: individual

Materials: newspapers, periodicals dealing either partially or exclusively with political or economic issues.

Procedure(s):

- Have the student select one of four areas of government policy: regulation, taxation, spending, or control of money supply.
- Have the student compile a journal of short articles dealing with that area of policy and/or its impact on economic behavior.
- Have the student clip and paste (or abstract large articles) and develop, in writing, the possible impact of the government action on the condition of the economy.
- Have the student complete the journal by writing a general outline of all the government's action in his/her area and show how each affects individual economic behavior and the national economy.

Suggested Monitoring Procedures

Teacher periodically reads journal and reacts in writing to the published articles as well as the student's writing.

To prompt students, teachers may, from time to time, select articles and present them for inclusion in the journals.

Possible Resources

Magazines:

Time
Newsweek
U.S. News and World Repor
Barron's
Wall Street Journal
Commentary
National Review
Business Week

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Psychology

Page	Suggested Grade Placement	District Placement			
	12	9	10	11	12

The student knows:

- the tentative nature of psychological theories and methods.
- the different schools of psychology, both early and current.
- psychological terminology.
- effective and ineffective thinking patterns.
- the basic scientific methods of psychological inquiry.
- the rise of studies of animal behavior as well as human behavior by psychologists.

The student is able to:

- demonstrate a realistic understanding and acceptance of himself/herself.
- accept other people working towards mutual respect and improved interpersonal relations.
- understand the basic scientific knowledge available which will be of use for understanding the complex areas of personality, learning, emotions and perception.
- discuss supplementary reading materials dealing with selected areas of the course.
- discuss the various careers related to psychology.
- discuss the differences between learned and non-learned behavior.
- discuss the prominent theories of human perception and motivation.
- enumerate the names and ideas of some of the major theories of development.
- differentiate scientific and pseudo-scientific methods of studying.
- identify leading contributors to literature relating theory and findings of psychology to 20th century crises.

The student values:

- human diversity

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Suggested Objective Placement ______

Student Learning Objective(s) ______

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) ______

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.		
		District Resources
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SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Sociology

Page	Suggested Grade Placement	District Placement			
	12	9	10	11	12

The student knows:

- examples of questions/issues raised or researched by sociologists.
- the terms role, norms and social control.
- that sociology provides tools and knowledge to understand and affect work behavior and attitudes.

The student is able to:

- analyze the multiple causes of social problems.
- identify a primary group.
- differentiate factors of sociology from other types of knowledge about human situations and problems.
- explain the early and modern school theories in the development of sociological thought, methods or findings.
- describe the effect of position in a class structure.
- describe the structure of socially organized units.
- explain theories used to explain criminal behavior.
- identify the effects of urbanization.
- describe problems confronted by urban communities.
- question the attitudes and values of individuals and groups in our society.
- discuss the role of the family in society and its future needs and concerns.
- describe the effect of racial discrimination, scapegoating and name calling on social interaction.
- changing trends of the family structure.
- understand the causes and effects of collective behavior.

The student values:

- role of the family.
- effective social norms.
- effects of social institutions.

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Suggested Objective Placement ________

Student Learning Objective(s) ____________________

State Goal	
District Goal	
Program Goal	

Related Area(s) ____________________

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.		
		District Resources